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ABSTRACT

This annotated bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and social institutions. The listing encompasses document citations in "Research in Education" from November 1966 through December of 1971, and journal citations in "Current Index to Journals in Education" from January 1969 through December 1971. Much of the literature cited is research oriented, and is divided into seven sections: women in the society, counseling women, women in academia (as students), continuing education for women, career choice and development for women, and women in the world of work. Documents cited are concerned to a large degree with the woman who has completed at least her high school education. The literature does bear out the claims of discrimination which have been raised for so long, and, indeed, throughout the bibliography materials appear which talk to this issue. Other areas discussed in the literature cited are the attitudes and concerns of women in relation to society in general, the academic world, or the working world--career, job, or education in relation to marriage and family being the dominant theme; and programs and institutions for women such as special univeristy programs, Women's Talent Corps, and the New York State Guidance Center for Women. (Compiler/RJ)

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ERIC/IRCD URBAN DISADVANTAGED SERIES

Number 31, August 1972

WOMEN: THEIR EDUCATIONAL AND CAREER ROLES
AN ANNOTATED BIBLIOGRAPHY OF SELECTED ERIC REFERENCES

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Introduction

In 1879 Henrik Ibsen wrote his play, A Doll's House. In it Helmer says to his wife Nora, "Before all else, you are a wife and a mother." Nora replies, "I don't believe that any longer. I believe that before all else I am a human being, just as you are -- or, at all events, that I must try to become one."

This exchange is indicative of two opposing attitudes toward women in our society. Ibsen's work, however, is not the only place in which we find these attitudes expressed. The role of women in our society has been an issue since before the Civil War and there is a large body of literature which discusses this subject.

Although a majority, women have suffered from educational, vocational and economic discrimination as have such minorities as blacks, native Americans, and Spanish-speaking groups. And, like them, women have joined together to voice their protests against this discrimination. Our society can no longer afford to ignore or suppress the endeavors of over one-half of the population. It is past time to realize the historical, economic, vocational and social inequities being perpetuated between the sexes and through this education eliminate them. Just as the ERIC Information Retrieval Center on the Disadvantaged has attempted to do this in relation to minority groups, it seems appropriate for this institution to address itself to the problems of women in our society.

This bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and traditional social institutions. Bringing together information in the ERIC system which deals with the education and career roles of women, this listing includes both document citations from the November 1966 (Volume 1, Number 1) through the December 1971 (Volume 6, Number 12) issues of Research in Education, the monthly abstract journal of the ERIC system, and journal citations from the January/February 1969 (Volume 1, Numbers 1/2) through the December 1971 (Volume 3, Number 12) issues of Current Index to Journals in Education, the monthly journal index of the ERIC system.

Much of the literature cited here is research oriented, as is much of the literature in the ERIC system in general. This compilation does not attempt to cover the body of more polemical materials. A number of other bibliographies have been cited. Specifically, see citations 2, 5, 7, 118, 119, and 177. Other listed documents are noted as containing bibliographies.

The bibliography has been divided into seven sections: 1) Women in the Society; 2) Counseling Women; 3) Women in Academia: As Faculty and Administrators; 4) Women in Academia: As Students; 5) Continuing Education for Women; 6) Career Choice and Development for Women; 7) Women in the World of Work. There are, of course, some citations which could have been placed in more than one category. The predominant emphasis of the document or journal article determined the section into which it was placed.

The documents cited here are concerned to a large degree with the woman who has completed at least her high school education. Exceptions may be found in the final section, "Women in the World of Work," which discuss the women's labor force in general, including occupations which require little formal education. The research thus far appears, then, to have concentrated on the better educated woman. Whether dealing with this group or not, the literature does bear out the claims of discrimination which have been raised for so long. In one university study after another (Harvard, Brown, University of Illinois, University of Kansas, and others) cited in the third section, "Women in Academia: As Faculty and Administrators," sexual discrimination was found in such areas as promotion practices and salary differentials. In the section on working women similar discriminatory practices are documented. Indeed, throughout the bibliography materials appear which talk to this issue.

Another area discussed in the literature cited is the attitudes and concerns of women in relation to society in general, the academic world, or the working world. Career, job or education in relation to marriage and family is the dominant theme of these citations. Yet another area is programs and institutions for women such as special university programs, Women's Talent Corps, and New York State Guidance Center for Women. Goals, programs, and accomplishments are outlined and, in some cases, evaluated. Documentation on continuing education programs makes up a large part of these citations.

The subject of women in our society is a huge, diverse area of inquiry. Although much has been written about their discrimination, it appears that we are just beginning to make use of some of the ideas and findings in such a way as to bring women to their rightful, equal place in society. It is hoped that this bibliography can make some contribution to this end.

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Journal articles cited are not available from the ERIC system.

Women and the Society

1. Bruemmer, Linda. The Condition of Women in Society Today: A Review--Part I. Journal of the National Association of Women Deans and Counselors, 33(1): 19-22, Fall 1969.

   Educated women need realistic information on available options before deciding on life styles. Current social mores often prevent their self-fulfillment. Employment needs, non-discrimination legislation, increasing social acceptability make careers for women a trend of future.

2. Bruemmer, Linda. The Condition of Women in Society Today: Annotated Bibliography--Part 2. Journal of the National Association of Women Deans and Counselors, 33(2): 89-95, Winter 1970.

   Annotated Bibliographies, Females, Employment Opportunities, Family Structure, Occupational Information.

3. Cautley, Patricia W. The Importance of Diversity of Choice in Women's Roles. Madison, Wisconsin, Wisconsin State Department of Health and Social Service, 1970. 7p. ED 043 037 (MF-$0.65; HC-$3.29).

   Beginning with the premise that the abilities and talents of women in American society are being expressed only fractionally, the author suggests we take a look at our total culture in order to understand what is happening to women and men. Significant change needs to be far-reaching to make it possible for each individual to attain maximum potential development and to express this in satisfying ways. The author proposes that women should be allowed to choose to become, or not become, wives or mothers. The current and relevant societal pressures on women are examined. Arrangements such as part-time work and child care centers are viewed as helpful, but not as providing solutions to the basic problem of rigid cultural expectations regarding men and women. Literature on the learning of sex roles is cursorily presented and it is concluded that really basic changes would need to start with the training of young children.

4. Chisholm, Shirley. Racism and Anti-Feminism. Black Scholar, 1(3-4): 40-45, January-February, 1970.

   Congresswoman delivers an indictment of the American traditions of racism and antifeminism using psychological and primal examples of economic and political inequities.

5. Dupont, Julie A. Women--Their Social and Economic Status. Selected References. Washington, D.C., U.S. Department of Labor, 1970. 46p. ED 049 371 (MF-$0.65; HC-$3.29).

The 396 publications that treat various aspects of the social and economic status of women are organized alphabetically by author under these categories: (1) General, (2) Historical, and (3) 19th and 20th Centuries. Each entry includes the author, title, publication information, pagination, an occasional description of the contents, Library of Congress call number, and symbols representing the library holding the document. In addition to the bibliography, a brief description of the Women's Bureau and legislation relating to its founding, and an annotated listing of 23 collections of materials relating to women are provided.

6. Edwards, Carl N. Cultural Values and Role Decisions; A Study of Educated Women. Journal of Counseling Psychology, 16(1): 36-40, January 1969.

Student Teachers, Females, Role Theory, Career Choice, Family Life.

7. Elkin, Anna, Comp. Resources for the Employment of Mature Women and/or Their Continuing Education: A Selected Bibliography and Aids. New York, N.Y., Federation Employment and Guidance Service, 1966. 27p. ED 021 179 (MF-$0.65; HC-$3.29).

This annotated bibliography of current sources of information on employment and continuing education for women is divided into sections on background facts (including publications on the socioeconomic status and characteristics of women), conferences and workshops on women workers, employment opportunities in the Federal government, employment of mature college and noncollege women, guidance, counseling, and occupational information, job hunting aids, research on poverty, employment, and aging, small business aids and source materials, the status of working women, training to upgrade skills, volunteer work, continuing education, programed self-instruction and audiovisual materials, correspondence study, special college and noncollege credit programs.

8. Entwisle, Doris R. and Greenberger, Ellen. A Survey of Cognitive Styles in Maryland Ninth Graders: IV: Views of Women's Roles. Baltimore, Maryland, Johns Hopkins University, Center for the Study of Social Organization of Schools, 1970. 31p. ED 043 918 (MF-$0.65; HC-$3.29).

The main focus of this paper is upon the acquisition of a few specific attitudes: Whether women should work; what kinds of jobs women should hold; and whether women are intellectually curious. Views of women's work role held by ninth-grade boys and girls in Maryland are sampled with respondents drawn from seven residential areas chosen to typify segments of the U.S. population. Boys are consistently more conservative than girls. Although in general those of higher

IQ hold liberal views, middle class boys of high IQ are the least liberal. Black children are less opposed than white children to having women working outside the home, but are just as conservative about having women holding men's jobs as other groups. The greatest differences between girls' and boys' views are found for middle class whites.

9. Green, Edith. Unreasoning Prejudice Hinders Attainment of Women's Dreams. Delta Kappa Gamma Bulletin, 36(5): 8-17, Fall 1970.

Civil Rights, Discriminatory Legislation, Equal Opportunities (Jobs), Feminism, Violence.

10. Lantz, Joanne B. On the Position of Women in Society. Washington, D.C., American Personnel and Guidance Association, 1971. 8p. ED 049 486 (MF-$0.65; HC-$3.29).

This paper discusses discrimination against women in our society. Statements and sayings from all over the world which reflect historical discriminatory attitudes towards women are quoted and it is evident that such attitudes are still prevalent in contemporary times. Despite federal legislation and state laws banning sex discrimination, the need to improve women's relative position in the economy is still urgent. It is claimed that occupationally women are more disadvantaged today in comparison to men than they were thirty years ago. Consequently there is a strong need to grant women equal opportunity in terms of job training, educational programs, occupational entrance, advancement, and salary. It is not suggested that all women should work or that all women should be professionals but that each person should have the right to choose what they will or will not do with their lives.

11. Lerner, Gerda. Women's Rights and American Feminism. American Scholar, 40(2): 235-248, Spring 1971.

Females, Sex (Characteristics), Feminism, Equal Opportunities (Jobs), Social Change.

12. Lewis, Edwin C. Developing Woman's Potential. 1968. 389p. (Available from Iowa State University Press, Ames, Iowa 50010).

A psychologist explains the renewed interest in the role of women in our society and examines and clarifies the issues by means of scientific data and opinion. Contents of the book cover: the revolution in a man's world, the girl grows up, sex and abilities, the female personality, the homemaker, women in the labor force, the employed woman, the working wife and mother, the career woman, the education of the high school girl, the college girl, the use and abuse of

higher education for women, and enlightened planning. The research studies on which this material is based are cited in the appendix and keyed to an extensive bibliography.

13. Lewis, Edwin C. Emerging Social Patterns and the Potential of Women. Adult Leadership, 18(1): 18-21, May 1969.

Adults, Females, Stereotypes, Evaluation.

14. Longwell, Marjorie. The American Women Then and Now. Delta Kappa Gamma Bulletin, 36(1): 28-32, Fall 1969.

Feminism, Working Women, Civil Rights, Legal Problems.

15. Meade, Margaret and Kaplan, Frances Balgley, Eds. American Women. The Report of the President's Commission on the Status of Women and Other Publications of the Commission. 1965. 274p. (Available from Charles Scribner's Sons, New York, New York. $6.95).

The President's Commission on the Status of Women was established in 1963 by President John F. Kennedy to analyze the condition of women in the United States today, review accomplishments in improving their status, and recommend means of overcoming discriminations in employment and services that will help women continue their role as wives and mothers while working. Seven committees explored in depth civil and political rights, education, home and community, federal and private employment, protective labor legislation, and social insurance and taxes. Each issued a report. This volume contains the final commission report and recommendations, committee reports rewritten to stress supplementary materials, give background information, and discuss Commission suggestions that have been implemented, and summaries of two consultations held under Commission auspices. In her introduction and epilogue, Margaret Meade comments critically on the report and makes additional suggestions and observations, stressing the need to consider the problems of women who are not employed, but who as wives and mothers center their creative lives around the home. There are charts of statistical data and tables showing comparative state positions on the legal status of women.

16. Michigan University, Center for Continuing Education for Women, Ann Arbor, Michigan. Women in Action: Speeches and Panel Discussion of the Conference-Workshop. 1969. 44p. ED 040 435 (MF-$0.65; HC-$3.29).

The Women in Action Conference concerned involvement and dwelled on realistic and creative ways for women to participate in the life of our times. Antonia Chandler Hayes discusses the changed climate for white people,

especially women, who are concerned about urban affairs, and yet are confronted with a disheartening lack of enthusiasm for their services. She examines the opportunities for the educated woman's contribution in: (1) educational/training programs; (2) poor white communities; and (3) predominantly white services. Other illustrations of involvement considered were: (1) part-time employment of women by a government agency; (2) "ombudsmanship" through radio; and (3) library services taken to the inner city. Barbara Newell's talk, as well as the conference generally, analyzed changes in our society: the resultant situation for motivated women, and challenging possibilities for mobilizing human resources. Her emphasis is on increasing flexibility and the resulting opportunities on the University level. Rather than including the entire conference proceedings, as in the past, the booklet presents a limited format of speeches and panel discussions.

17. Millett, Kate. Libbies, Smithies, Vassarites. Change, 2(5): 42-50, September-October 1970.

Article describes author's experiences in promoting women's liberation groups in three women's colleges.

18. Mink, Patsy T. The Status of Women. Educational Horizons, 49(2): 54-56, Winter 1970-71.

Females, Status, Equal Opportunity (Jobs).

19. Morse, Jean O. and Bruch, Catherine B. Gifted Women: More Issues Than Answers. Educational Horizons, 49(1): 25-32, Fall 1970.

Females, Gifted, Feminism, Role Conflict, Equal Opportunities (Jobs).

20. Nilsen, Alleen Pace. Women in Children's Literature. College English, 32(8): 918-926, May 1971.

A Paper presented at Workshop on Women in Children's Literature at annual convention of Modern Language Association of America (New York, December 27, 1970).

21. Painter, Edith G. Women: The Last of the Discriminated. Journal of the National Association of Women Deans and Counselors, 34(2): 59-61, Winter 1971.

This article recounts briefly the history of women's rights and attempts to show statistically the lack of gains actually made by women in entering positions in higher education today.

22. Pheterson, Gail I., and Others. Evaluation of the Performance of Women as a Function of Their Sex, Achievement, and Personal History. Journal of Personality and Social Psychology, 19(1): 114-118, July 1971.

Bias, Discriminatory Attitudes (Social), Females, Evaluation, Socialization.

23. President's Commission on the Status of Women. American Women. 1963. 96p. ED 020 358 (MF-$0.65; HC-Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order number PR35.8-W84/AM3. $1.25).

Findings and recommendations of the Commission and seven committees who assessed the status of women are reported. The committees made recommendations in the areas--women's education and counseling, home and community services, private employment (that under federal contracts), employment in the federal government, labor standards, federal social insurance and taxes as they affect women, the legal treatment of women in respect to civil and political rights, and women as citizens. Some recommendations were--(1) greater public understanding of the value of continuing education for all mature Americans should have the highest priority on the American agenda, and it is of particular importance to women, (2) counseling services should be strengthened at all levels in all schools and in public and private employment, (3) education of girls and women should be thoroughly examined to discover more effective approaches, (4) expanded community services such as child care, health, education, safety, recreation, and counseling should be provided to maintain the family as the core institution of society, (5) government service as a showcase for equal employment opportunity should employ women part-time and should provide leadership in equal rights for women, (6) labor legislation should be enacted to assure women equal pay, minimum wages, limited maximum hours, and the right to collective bargaining, and (7) widow benefits, unemployment coverage, and maternity or comparable insurance benefits should be extended. The concluding section presents 20th century developments related to women such as increased longevity, improved health, urbanization, higher standards of living, multiple roles of contemporary women, and greater numbers of working women, which are pertinent to the Commission's recommendations.

24. Rachlin, Helen. Urban Institutions and Women's Leadership. Adult Leadership, 18(1): 22-26, May 1969.

Inner City, Females, Role Perception.

25. Schlesinger, Benjamin. Status of Women in Canada: Summary of Commission Recommendations. Family Coordinator, 20(3): 253-258, July 1971.

A report containing 167 recommendations pertaining to the condition of women in Canada was released by the Royal Commission on the Status of Women in late 1970. Some of the highlights of the report are discussed.

26. Seward, Doris. Women Around the World: An Overview. Journal of the National Association of Women Deans and Counselors, 34(1): 2-6, Fall 1970.

The author examines, comparatively, the role of American women and women of other nations, and expresses optimism at potential for growth and development for the former.

27. Trecker, Janice Law. Women in U.S. History High School Textbooks. Social Education, 35(3): 249-260, 338, March 1971.

The author concludes that what is needed--besides more information on women in history--is a new attitude: one which departs from the bias of traditional views of women, and treats both men and women as partners in society.

28. Weisstein, Naomi. Psychology Constructs the Female; Or the Fantasy Life of the Male Psychologist (With Some Attention to the Fantasies of His Friends, the Male Biologist and the Male Anthropologist). Social Education, 35(4): 362-373, April 1971.

The author examines several theories and experiments dealing with the sexual basis of behavioral differences of males and females. She concludes that the cultural biases concerning women permeate current research in the behavioral sciences because of the lack of controls and poor methodologies.

Counseling Women

29. Berry Jane. Counseling for Women's Roles in the 1980's. In: Guidance-Personnel Work: Future Tense, edited by Margaret Ruth Smith. 1966. 10p. (Available from Teachers College Press, Columbia University, 525 West 120th Street, New York, N.Y. 10027).

The increasing momentum of research on women's roles, education, and career accomplishments and an appreciation of the rapidity of social change suggest the exploration of male attitudes concerning women's roles, life planning approach appropriate for the 1980's, possible life patterns, and counselor training for advising girls and women. Little study has been made of the attitudes of husbands, employers, and educators toward the variety of life patterns and choices for women but there is some slight indication that younger men take a more sympathetic view toward wives' continuing education. Counseling for girls and women should encompass the educational, vocational, avocational, community, and family aspects of the total life span. Life patterns for women in the 1980's will include such activities as community service, continuing education, specialized professional work, or conduct of a business endeavor. Training for counselors of women might be incorporated in a specialized course, seminar, or workshop combined with supervised experience.

30. Berry, Jane, and Others. Counseling Girls and Women--Awareness, Analysis, Action. Kansas City, Mo., University of Missouri; Jefferson City, Mo., Missouri State Department of Labor and Industrial Relations, 1966. 78p. ED 018 558 (MF-$0.65; HC-$3.29).

Objectives of this guide to be used in an inservice training program are--(1) to alert counselors to specialized needs of girls and women, (2) to provide a readable source of background materials, (3) to develop appreciation of the role of the employment service in counseling girls and women, and (4) to create an awareness of research in the area of women's role in society. The perceptive counselor attempts to alert girls and women to social change and its impact on women's lives, future oriented opportunities, and a life planning approach. The latter involves planning for multiple roles during different periods of their life. Women's employment falls into three general patterns--the constant employee, the in-and-out employee, and the novice. Attitudes are changing toward women's roles, and they now have to choose a career or home or both. Recent trends in education show that the more education a woman has, the greater are the chances that she will be working. New fields are opening for women with education; continuing education is available to more people with different backgrounds. An annotated bibliography is included.

31. Campbell, David P. and Harmon, Lenore W. Vocational Interests of Non-Professional Women. Final Report. Washington, D.C., Office of Education (DHEW), 1968. 267p. ED 027 433 (MF-$0.65; HC-$9.87).

This study has provided interest inventory scales for use in vocational counseling of non-college women. Two questions were investigated: (1) Do women who enter different occupations at this level have different patterns of interest, and (2) What are these patterns of interest? The Strong Vocational Interest Blank (SVIB) women's form, and a two-page questionnaire were the instruments used on samples selected from 17 occupational groups by criteria aims to provide successful, satisfied women from each occupation. The samples were usually drawn from rosters furnished by the relevant national organizations. The responses of each occupation to the SVIB were used to construct empirical scales. For each occupation, the scale contained the items that those women endorsed substantially more often than women in general. All of these scales successfully separated the groups from women in general and from each other. Thus, the main conclusion was that vocational interest inventory scales for these occupations should be useful in advising women looking for occupational possibilities. Copies of all the instruments used are included.

32. Cook, Barbara. Women's Search for "Way of Becoming." Journal of the National Association of Women Deans and Counselors, 34(1): 23-27, Fall 1970.

Women who express the need for new fulfillment outside the home need educational counseling programs designed to help them cope with a world larger then their experience knows, to help them alter their feelings and outlooks, and to help them grow psychologically and professionally.

33. Department of Labor, Women's Bureau, Washington, D.C. Counseling Girls toward New Perspectives, A Report of the Middle Atlantic Regional Pilot Conference (Philadelphia, December 2-4, 1965). 1966. 98p. Ed 016 065 (MF-$0.65; HC-Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $0.35).

Representatives of national organizations and U.S. government agencies, school counselors, state employment service counselors, counselor educators, and representatives of the commissions on the status of women from Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and West Virginia attended the conference. The meeting grew out of a statement in "American Women," the report of the President's Commission of the Status of Women, that guidance and counseling services are strategic elements in the educational process, and that such services need strengthening and implementation to better serve the needs of girls in this time of changing aspirations and opportunities. Texts of the following speeches are given--"Changing Realities in Women's Lives," by

Mary Dublin Keyserling, "Male-Order Female--The Symbol and the Substance," by David W. Fullmer, and "What Sets the Limits to a Woman's Growth," by Virginia Senders. Workshop reports and activities of the state commissions on the status of women are included.

34. Department of Labor, Women's Bureau, Washington, D.C. Expanding Opportunities for Girls: Their Special Counseling Needs. 1970. 4p. Ed 052 315 (MF-$0.65; HC-$3.29).

This brochure describes the changing social pattems which have resulted in increased female labor force participation. Educational counseling is necessary to develop a woman's talents for a rewarding career.

35. Farmer, Helen S. Helping Women to Resolve the Home Career Conflict. Personnel and Guidance Journal, 49(10): 795-800, June 1971.

Counselors and educators can help clarify factors involved in the vocational choice process of high school and college girls, where these factors differ from those affecting men. Clarification should be built into high school and college guidance programs for girls. Society will gain if women choose careers commensurate with their potential.

36. Fought, Carol A. Returning Adult Women Students: Pre- and Post-Counseling Attitudes and Plans. Washington, D.C., American Personnel and Guidance Association; Columbus, Ohio, Ohio State University, 1970. 19p. ED 040 448 (MF-$0.65; HC-$3.29).

The rationale for conducting programs for the adult women who are seeking an "educational course of action" is based on the discontinuities in life styles experienced by women which make it extremely difficult and frustrating for them to contribute their talents to society. Personal characteristics of the women in a non-credit exploration course included: (1) average age of 40; (2) most were married and had children. The most significant change of interests before and after enrolling occurred with the group of women who, upon entering the course, were undecided as to their goals. The adult woman's academic achievement was noticeable above that of typically aged undergraduates. The counseling conducted with these women was reality-based. Several stages were readily apparent: (1) readiness stage; (2) the exploration stage; (3) the action stage. The broader program at Ohio State University consists of more than described above. Basically, a pre-admission service is provided, supportive services for enrolled women is given, and counseling for typically aged students is available to inform them on changing life styles of women.

37. Gardner, Joann. Sexist Counseling Must Stop. Personnel and Guidance Journal, 49(9): 705-714, May 1971.

The author discusses goals of today's feminist movement. She concludes that to be truly helping persons for today's females, counselors must take courses in consciousness raising groups, and pursue internships supervised by feminists.

38. Jacobson, Rovena Fumivall. The Organization and Administration of Special Counseling Programs for Adult Women in Colleges and Universities. Los Angeles, Calif., University of Southern California, 1969. 282p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 69-19377).

This study focused on present and recommended practices in organizing and administering special counseling programs for mature women. Questionnaire responses were received from 192 university and college administrators. Findings included the following: (1) 63 administrators reported special counseling programs, most of them established within the past ten years; (2) various stimuli, mainly demand by returning women students, sparked the formation of such programs; (3) respondents in institutions with such programs expected the programs to continue, and less than half the respondents anticipated changes in financing; (4) most programs were free to potential students; (5) the programs had relatively mature counselors, more short term and part time programs, and more vocational orientation; (6) staff, rather than line, relationships between special counseling administrators and other personnel, were favored; (7) financial aid was available to adult women students in half the institutions; and (8) a majority of institutions had no child care facilities for student mothers. Adult women students' chief concerns were lack of self-confidence, care of family, finances, directions and goals, management of time, and lack of part time educational opportunities, in that order.

39. Koontz, Elizabeth Duncan. Counseling Women for Responsibilities. Journal of the National Association of Women Deans and Counselors, 34(1): 13-17, Fall 1970.

This article stresses the need for those counseling young women today to be aware of the changes taking place in career possibilities. Counselors must combine their insights of client potential to form a solid combination which will serve as a guide for a young woman's future.

40. Letchworth, George E. Women Who Return to College; An Identity-Integrity Approach. Journal of College Student Personnel, 11(2): 103-106, March 1970.

Examines specific motives and difficulties as they pertain to women returning to school. Most women are affected to some degree by all the variables, and student personnel workers and counselors should understand this in order to be more resourceful when working with older women.

41. Matthews, Esther E. The Counselor and the Adult Woman. Journal of the National Association of Women Deans and Counselors, 32(3): 115-122, Spring 1969.

Females, Adult Students, Counselor Roles, Vocational Development, Adult Counseling.

42. Mattson, Judith, Ed. CAPS Capsule. The Counselor and the Feminine Protest. Volume 4, Number 3. Ann Arbor, Michigan, ERIC Clearinghouse on Counseling and Personnel Services, 1971. 28p. ED 049 515 (MF-$0.65; HC-$3.29).

This issue of "CAPS Capsule" discusses the basic conflicts in the current roles of women as they relate to the individual female's level of self esteem. Changes in counselor roles and techniques are suggested in order that counselors may respond more adequately to the evolving role of women in American society.

43. Morrill, Weston H., And Others. Educational and Vocational Interests of College Women. Vocational Guidance Quarterly, 19(2): 85-88, December 1970.

The amount of variance in the relationship between measures of educational and vocational interests leads to a quandery about how to counsel students. Counselors should be aware that interest scores provide clients with only one source of information necessary for the decision process.

44. Nassau County Vocational Center for Women, Mineola, N.Y. Nassau County Vocational Center for Women, Second Annual Report, January, 1969. 1969. 38p. ED 028 348 (MF-$0.65; HC-$3.29).

The 1968 report of the Nassau County Vocational Center for Women presents the Center's role in providing educational and vocational information and specific referrals to women returning to occupations outside their homes. An analysis is made of the women who enter the labor market and is related to the women now in Nassau County and to the jobs which will be available over the next six years. Further attention goes to descriptions of the: (1) women who visit the center; (2) library and its contents; (3) information and referral services with the latter including colleges, universities, vocational schools, public and private employment agencies, career workshops, testing programs, and placement in county government; (4) in-depth counseling and testing; (5) special programs, events, and speaking engagements, and (6) cooperation with other community agencies. An attempt is also made to assess the future role of the center. The appendixes supply the following: female labor participation according to age groups (1966-68); the annual statistical report (1968); and the occupational information available at the center.

45. New York State Guidance Center for Women, Suffern, N.Y. First Annual Report of New York State Guidance Center for Women for Period November 1, 1966 Through October 31, 1967. 1967. 54p. ED 022 106 (MF-$0.65; HC-$3.29).

The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its formation services--library, career interest meeting, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's attitudes, inflexible work and school schedules, and fe rs of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.)

46. Thomas, Arthur H. and Stewart, Norman. R. Counselor Response to Female Clients with Deviate and Conforming Career Goals. Journal of Counseling Psychology, 18(3): 352-357, July 1971.

Some of the results of this study were that counselors, regardless of sex, rated conforming goals as more appropriate than deviate and counselors, regardless of sex, rated female clients with deviate career goals to be more in need of counseling than those of conforming goals.

47. Westervelt, Esther M. Report on Operation of New York State Guidance Center for Women, November 6, 1966 to August 31, 1968. 1968. 66p. ED 031 635 (MF-$0.65; HC-$3.29).

The New York Guidance Center for Women at Rockland Community College provided educational and vocational counseling and information and advisory services through the library, career guidance workshops, public meetings, and radio programs. Individual counseling and testing of clients took place at the center, and group counseling in disadvantaged neighborhoods. Minor research was conducted to: (1) evaluate methods of followup of clients withdrawing from counseling before completion; (2) study effectiveness of group orientation for pre-counseling preparation; and (3) evaluate counseling services. Elimination of the pilot project from the state budget cut out the final year of evaluation but the center has been continued as an agency of

Rockland Community College. (Recommendations, statistical summary, discussions of the sociology and psychology of the mature woman's career potential and differing conceptions and emerging patterns in counseling and testing services, and selected case histories are included.)

48. Wolfe, Helen Bickel. An Analysis of the Work Values of Women: Implications for Counseling. Journal of the National Association of Women Deans and Counselors, 33(1): 13-17, Fall 1969.

Expansion of research by L. D. Eyde (1962). Responses by 1,871 women to Eyde's Work Values Scale and to questionnaire indicate linkage between values and specific demographic variables. Need for more realistic guidance efforts to prepare girls and women for world of work.

Women in Academia: As Faculty and Administrators

49. Academic Women's Salaries: Equal Pay for Equal Work? Journal of Higher Education, 42(4): 265-278, April 1971.

Higher Education, Faculty, Women Teachers, Wages, Salary Differentials.

50. Acker, Joan, and Others. The Status of Women at the University of Oregon. Report of an Ad Hoc Committee. Eugene, Oregon, University of Oregon, 1970. 20p. ED 046 335 (MF-$0.65; HC-$3.29).

Part I of this report presents data on the position of women at the University of Oregon. Most of the data concerns women on the faculty, with some information about female graduate students and administrators. The report describes: (1) the current position of women on the faculty; 10.5 percent of the full-time, 9-month teaching faculty; (2) time trends; (3) salary; and (4) attrition and the source of supply of female faculty. The second section presents the results of a survey of female faculty at the University. It describes: (1) the academic characteristics of the respondents; (2) their faculty rank; (3) their mobility, stability and recruitment; (4) their professional activity; and (5) reports of discrimination. The report concludes with a list of 10 recommendations that would help eliminate some of the discriminatory practices presently found at the University.

51. American Association of University Professors, Emporia, Kansas. Report One of the Committee on the Status of Women. 1970. 16p. ED 043 310 (MF-$0.65; HC-$3.29).

This report consists of: (1) a salary study which examines salaries paid to full-time faculty at Kansas State Teachers College by differences in sex, rank, and department; and (2) a copy of KSA 44-1101 - 1109, a law enacted by the 1970 Kansas legislature, providing equal pay for equal work, regardless of the sex of the employee. Tables in the study show: (1) 9-month average salaries, 1969-70, by rank and sex, college-wide; (2) the same but by department; (3) Board of Regent's suggested 9-month salary guidelines, and the faculty who are above and below maximum and mimimum levels, by sex and department, for new full-time faculty hired Fall 1969; and (6) 9-month average salaries by rank and sex, on a college-wide basis, for new full-time faculty hired, Fall 1969. The findings are that women full-time faculty members experience discrimination throughout the College in matters of salaries for their respective academic ranks. Not only do women earn less on the average than their male counterparts, but they receive lower percentage raises. Recommendations to rectify this situation are made.

52. Babey-Brooke, Anna M. and Amber, R.B. Discrimination Against Women in Higher Education. A 15 Year Survey. Promotional Practices at Brooklyn College, CUNY: 1955-1970, All Ranks--Tenured and Untenured. 1970. 27p. ED 044 089 (MF-$0.65; HC-$3.29).

This report presents data on the number and percentages of men and women in all ranks from professor to instructor in the various departments at Brooklyn College from 1955 through 1970. The percentages of women and men in a senior and junior rank, respectively, are also calculated for each department and comments are made. Comparisions are made on the net gain or loss for men and women in six departments: Education, English, Speech, Biology, Chemistry, and Physics between the years 1955 to 1956 and 1968 to 1970. Men gained in all 6 departments, women in 1: Education, and lost in the other 5. It appears that in not one single department do women equal or outnumber men, but they seem to be unable to break through to the level of full professorships.

53. Berry, Sara and Erenburg, Mark. Earnings of Professional Women at Indiana University. Bloomington, Indiana, University of Indiana, 1969. 21p. ED 043 292 (MF-$0.65; HC-$3.29).

Recent economic research has uncovered increasing evidence that women earn less than men in our society, even when they have similar qualifications and perform similar jobs. This study investigated whether a similar pattern of economic discrimination prevailed at Indiana University. Salaries were

compared of men and women who had faculty or faculty-administrative appointments in December 1968; on the basis of: (1) type of appointment; (2) rank; (3) school in which the appointment was held; (4) level of education as measured by the highest degree held; and (5) professional experience as measured by the length of time an individual had taught at the University and the length of time to complete his or her education. The difference in gross monthly salaries between men and women was $375.61, and, with all variables held constant, women could expect to earn about $100 per month less than a man. The difference in gross income is partly because women tend to hold fewer advanced degrees, have lower academic ranks and fewer administrative appointments, and tend to teach in schools where average salaries are relatively low. The fact that women still earn $100 less per month suggests a systematic bias in the University's methods of determining individual salaries that works to the detriment of women.

54. Bratfisch, Virginia, And Others. A Report on the Status of Women at the California State College at Fullerton. Fullerton, Calif., National Organization for Women, North Orange County Chapter, 1970. 18p. ED 045 044 (MF-$0.65; HC-$3.29).

Part I of this report presents descriptive and statistical information on discriminatory practices toward women at Fullerton State College in California in terms of numbers and percentages of women and men by academic level, from the freshmen year in college to full professorship, during the Fall semester of 1968; numbers of women and men faculty, and tenured faculty by department; and the absence of special programs and services for women. Part II presents an affirmative action program for Fullerton College, including the abolition of (1) unwritten quotas, (2) the nepotism rule, and (3) the no-inbred-hiring rule; an increase in part-time appointments; ending discrimination in tenure, promotion, and hiring; and solving problems in other areas, such as admission to graduate school, stereotyped counseling of women students, perpetuation of stereotypes through curricula and textbooks, and establishment of day-care centers, and of medical programs to meet women's medical needs.

55. Bunting, Mary I., And Others. Academic Freedom and Incentive for Women. Educational Record, 51(4): 386-391, Fall 1970.

While many problems still face women in the academic world, more equal status and opportunities are in sight.

56. Dinerman, Beatrice. Sex Discrimination in Academia. Journal of Higher Education, 42(4): 253-264, April 1971.

Higher Education, Women Teachers, Equal Opportunities (Jobs), Faculty, Bias.

57. Ferber, Marianne and Loeb, Jane. Rank, Pay, and Representation of Women on the Faculty at the Urbana-Champaign Campus of the University of Illinois. 1970. 28p. ED 045 011 (MF-$0.65; HC-$3.29).

This report presents information on the employment status of women at the Urbana-Champaign campus of the University of Illinois. Discussed are: (1) the representation, rank, and pay of females on the faculty; (2) representation of women in administrative positions; (3) representation of women on the faculty versus representation in the labor market; (4) productivity of male and female faculty members; (5) publications by male and female faculty members; (6) teaching effectiveness of male and female faculty; (7) professional experience of male and female faculty; and (8) salary and rank as functions of experience, productivity and sex. The data indicate that women are hired less frequently than their availability in the labor market would lead one to expect, that they tend to hold lower ranks than men when hired, and that their salaries tend to be lower than those of men holding the same ranks. Women are underrepresented on administrative committees and hold few top administrative positions. A comparison of productivity indicated that there is little difference between the sexes in production of publications or in amount of professional experience.

58. Freeman, Jo. Women on the Social Science Faculties since 1892. Washington, D.C., American Political Science Association, 1969. 14p. ED 041 567 (MF-$0.65; HC-$3.29).

This study is concerned with the position of women on the social science faculties in the graduate division of the University of Chicago. The history and experience of several women faculty members in the various social science departments is reviewed. A few generalizations can be drawn: (1) few women are hired and few stay more than the length of one appointment (3 years); (2) the first appointment is usually that of Instructor of Lecturer, rather than Assistant Professor; (3) those who stay generally remain in untenured positions for an abnormally long time; and (4) those who become full professors do so by rising through the "women's departments" or are brought in from other universities at a tenured position. It appears the University is not free from male chauvinism and sex discrimination in its employment practices. The appendix includes a list of the women on the Social Sciences Faculties 1892-1968 as listed in the graduate catalogs, fellowships given in the social sciences by sex, and tables on the numbers of men and women faculty members, by rank and salary, and on the number of students by sex in the college, the graduate school and degrees awarded.

59. Fuentes, Sonia Pressman. University Women and the Law. College English, 32(8): 934-937, May 1971.

Women Professors, Civil Rights Legislation, Federal Legislation, Employment Opportunities.

60. Graham, Patricia Albjerg. Women in Academe. Science, 169(3952): 1284-1290, September 1970.

Summarized past and present academic employment of women in United States colleges, suggests explanations for the patterns, and proposes administrative changes to improve women's academic status.

61. Gruchow, Nancy. Discrimination: Women Charge Universities, Colleges with Bias. Science, 168(3931): 559-561, May 1970.

Discriminatory Attitudes, Employment Opportunities, Higher Education, Females, Occupational Surveys.

62. Haller, Lola Marie. The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program. East Lansing, Mich., Michigan State University, 1967. 147p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 68-4146).

This study sought to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest an appropriate training program. Data on relevant historical factors, influential background and educational characteristics, potentially influential educational and societal concepts, and suitable characteristics and background were obtained from the literature and by interviews with acknowledged leaders in college student personnel administration. Findings indicated that the role of these administrators is shifting from basically custodial to primarily administrative and educational. The new role may involve some administrative responsibility in coordinating personnel services and working with students of both sexes, and interpretation of women's special educational needs to the students, faculty, and administration. The recommended doctoral program would be interdisciplinary, with course work in such areas as psychology, sociology, business, and personnel work, together with an internship. Further research on recruitment, motivation, and other topics was also urged.

63. Harris, Ann Sutherland. The Second Sex in Academe. AAUP Bulletin, 56(3): 283-295, September 1970.

Overall distribution of women in institutions of higher education suggests discriminatory attitudes and practices.

64. Harvard University, Cambridge, Mass. Preliminary Report on the Status of Women at Harvard. 1970. 16p. ED 043 299 (MF-$0.65; HC-$3.29).

Section I of this report on the status of women at Harvard discusses the inclusion of women in the faculty, administration, and Graduate School of Arts and Sciences. Women are underrepresented at the highest and most visible levels of the faculty. Though women constitute roughly 20 percent of the students taught in the Faculty of Arts and Sciences, women hold only 13.5 percent of the selected teaching and research appointments and their appointments are concentrated at the lower levels. Of Harvard's 447 administrative employees, 111 are women, but only 8.1 percent of these are in the highest ranks, as opposed to 28.4 percent of the male administrative employees. In the GSAS approximately the same percentage of female applicants is accepted as male applicants. The second section discusses the reasons for reviewing the whole situation, and the third section suggests the formation and composition of a committee of the Faculty to study the status of women in the Faculty, the Graduate School, and the Administration. This section also raises policy questions that the committee should consider in terms of faculty recruitment and appointment, administrative hiring, and promotion practices, and admission policies, awarding of fellowships and teaching assistantships, and job recommendations in the Graduate School. The appendix includes a report on female attrition rates in the Graduate School, and one on part-time professorial appointments at Princeton.

65. Howe, Florence, And Others. The Status of Women in Modern Language Departments: A Report of the Modern Language Association Commission on the Status of Women in the Profession. Publications of the Modern Language Association of America, 86(3): 459-468, May 1971.

Feminism, Women Teachers, Activism, Working Women, Employment Opportunities.

66. Lamphere, Louise, And Others. Report of the AAUP Committee on the Employment and Status of Women Faculty and Women Graduate Students at Brown. Providence, R.I., Brown University, 1970. 22p. ED 045 061 (MF-$0.65; HC-$3.29).

This report investigates the employment and status of women faculty and women graduate students at Brown University. Four different questionnaires designed to elicit factual and attitudinal information were addressed to departmental chairmen, male faculty members in general, women faculty members, and women graduate students. Statistics were also gathered as to the number of women teaching or employed for research, their ranks and their salaries. The report presents the data on the numbers and percentages of women faculty at Brown and their salaries, and discusses the results of the questionnaires, as well as of the interviews held with women faculty and women graduate stu-

dents. These results indicated that women seeking full-time teaching jobs are likely to encounter discrimination. If they are single, they may be penalized early in their careers; if they are married, they may have problems in getting rank and salary commensurate with their qualifications. Salaries, however, of female faculty in regular ranks compared favorably with those of the male faculty.

67. Lewin, Arie Y. and Duchan, Linda. Women in Academia, A Study of the Hiring Decisions in Departments of Physical Science. Science, 173(4000): 892-895, September 1971.

Discriminatory Attitudes (Social), Employment Practices, Faculty Recruitment, Women Professors.

68. Mackay, Maxine. Status of Women Committee: Faculty Report. Tampa, Fla., American Association of University Professors, 1970. 31p. ED 049 688 (MF-$0.65; HC-$3.29).

This report on the status of women summarized data from 6 sources. The report begins with a brief review of the reasons for an AAUP report on the status of women at the State University System of Florida, the main one of which is a charge of sex discrimination against the whole State University system. The 6 sources used are: (1) Institutional Research Report No. 46, which discusses data on degrees held, amount of professional experience, rank, salaries, and incremental increases; (2) the 1970-71 Bulletin which covers some of the same data in tabular form; (3) University Planning Report No. 4, February 27, 1970, which includes information on ranks held within colleges, mean and median salaries for administrative and teaching personnel by rank, and the women above and below the college and University salary average; (4) an updated staff list for 1970, which contains data on degrees held, the number of men and women by colleges, and the mean salary for administrative and teaching personnel by rank and position held; (5) the "New Faculty Lists for 1970-71," which compares those newly hired by college and rank; and (6) responses from 82 questionnaires completed by University faculty women which cover summer work, experience, years in field, tenure, administrative responsibility, committee work, teaching load, salaries, publications and grants, and financial responsibilities.

69. Maul, Ray C. Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1963-64 and 1964-65. Washington, D.C., National Education Association, 1965. (Available from National Education Assn., 1201-16th Street, N.W., Washington, D.C. 20036. $2.25).

This report presents data on teacher supply and demand for the 1,084 colleges and universities (83.9 percent of those queried) responding to an inquiry ad-

dressed to all institutions in the education directory, Part 3. Attention is paid to (1) qualifications, distributions, sex, academic status, and sources of new teachers, (2) uses of part-time teachers, (3) the extent to which more qualified women might be used, (4) the occupational distributions of all 1962-63 and 1963-64 recipients of doctor's degrees. Among the major findings were (A) new full-time teachers comprised 9.6 percent of the 1964-65 staffs of colleges and universities; (B) more new teachers (21.1 percent) held a master's degree in 1964-65 than at any previous time in the last 10 years, (C) 61.3 percent of all new psychology teachers held a doctor's degree, (D) institutions in urban centers make greater and more full use of part-time teachers; (E) women consistently comprise about on-fourth of the new teachers ranging from 19.4 percent in large public universities to 41.3 percent in small nonpublic colleges; (F) 48.4 percent of the other recipients were teachers.

70. Oltman, Ruth M. Campus 1970, Where Do Women Stand? Research Report of a Survey on Women in Academe. Washington, D.C., American Association of University Women, 1970. 47p. ED 046 336 (MF-$0.65; HC-$3.29).

This report describes the results of a questionnaire which was sent to presidents of 750 colleges and universities which hold institutional membership in the A.A.U.W.; 454 of these responded. The purpose of the questionnaire was to evaluate the activities of women and the extent to which they were involved in the university as students, administrators, faculty, and trustees. Specifically, an effort was made to determine the participation of women in decisionmaking; personnel policies affecting hiring, promotion, maternity leave, and nepotism; special programs designed for mature women students; utilization of women's abilities in major offices and committees, as department heads, principal administrators and trustees; and general attitudes of administration regarding women. The report presents the background of the study and related studies, the research procedure a description of the total sample, the results of the study, and a summary and conclusions.

71. Oltman, Ruth M. The Evolving Role of the Women's Liberation Movement in Higher Education. Washington, D.C., American Association of University Women, 1971. 9p. ED 049 489 (MF-$0.65; HC-$3.29).

While increasing numbers of women are attending college today, their professional opportunities remain limited and many types of discrimination exist. A major thrust to improve the role of women in academe is developing from diverse sources and one of these efforts is a survey conducted by the American Association of University Women (AAUW) to document aspects of the role of women in higher education. Of AAUW's member institutions, 454 responded to a questionnaire which explored personnel policies affecting women, special programs designed for mature women students, women's participation in decision making, utilization of women's abilities in major offices and committees, and general

attitudes of administration regarding women. Results support the growing data that women do not have equal status with men in academe. At every level - student body, administration, faculty, and trustees - women are under-represented or placed in positions with little power. Institutional and organizational policies which may contribute to discrimination or hinder professional development should be identified and changed. Active recruitment of women for administrative and faculty positions should be encouraged. Only then can women realize their professional potential.

72. Minturn, Leigh. Inequities in Salary Payments to Faculty Women. Boulder, Colorado, University of Colorado, 1970. 6p. ED 045 045 (MF-$0.65; HC-$3.29).

This report contains comparative statistics for salary payments to men and women in the Arts and Sciences College of the University of Colorado in Boulder. There are overall discrepancies between salaries of men and women of comparable rank, with the size of the discrepancy increasing with rank. Ten percent of the associate professors are women, but only 5 percent of the full professors, indicating that women are "frozen" at the associate level. The argument that women's salaries are low because of inferior performance is refuted by the fact that in no case is a woman earning the lowest salary of her rank.

73. Robinson, Lora H. The Status of Academic Women. Washington, D.C., ERIC Cleringhouse on Higher Education, 1971. 30p. ED 048 523 (MF-$0.65; HC-$3.29).

This report on the status of academic women is divided into 3 parts. Section 1 presents a review of 4 major research studies that collectively provide a comprehensive description of academic description of academic women . The studies are: "Academic Women," by Jesse Barnard, "The Woman Doctorate in America," by Helen Astin, "Women and the Doctorate," by Susan Mitchell, and "Women as College Teachers," by Jean Henderson. The specific criteria most frequently used by investigators to assess the status of academic women are also discussed. Section 2 consists of 54 annotated campus reports that cover employment conditions for women at 65 institutions of higher education. The third section describes 25 projects covering the establishment of committees, task forces, and study groups by professional associations specifically to collect and disseminate information on employment conditions for women at various institutions and within specialized fields.

74. Sandler, Bernice. Sex Discrimination at the University of Maryland. 1969. 12p. ED 041 565 (MF-$0.65; HC-$3.29).

This report examines sex discrimination in 15 departments in the College of Arts and Sciences at the University of Maryland. Of these departments, 9 had no

women who were full professors, four had one with that rank, one department had two and one, three. All of these departments had admitted at least 24% women among their graduate students for the Fall 1969. In most cases, as one went up the academic ladder, from graduate student to full professor, the proportion of women dropped sharply. It was also found that women do not move up as rapidly as their male colleagues, that they are generally excluded from the power structure, rarely head of departments or in high administrative positions, and tend to receive lower salaries than men in comparable ranks. The percentages of women graduate students and women teachers in the 15 departments are given in the appendix.

75. Scott, Ann. The Half-Eaten Apple: A Look at Sex Discrimination in the University. 1970. 26p. ED 041 566 (MF-$0.65; HC-$3.29).

Discrimination against women, though more covert than discrimination against blacks, has caused inestimable damage in self-esteem, wasted potential and suppressed rage. Academic bias against women has been recently documented at several universities, and though the federal government through executive orders has specifically forbidden sex discrimination by federal contractors, most universities have taken no steps to formulate or implement affirmative action programs that would assure equal opportunity and prevent sex discrimination. This article examines the major job categories at the State University of New York at Buffalo and identifies the "problem areas" by faculties, departments, administration, staff, and student body. It discusses various discriminatory practices such as the nepotism rule, the "no-inbred-hiring policies," and tenure, and presents data on the numbers and percentages of women and men faculty, tenured faculty, graduate students, and subsidized graduate students in each department. The article concludes with a "plan for affirmative action to end discrimination against women."

76. Simon, Rita J. and Clark, Shirley M. Preliminary Study of Professional Contributions and Productivity of Women with Doctorates. Urbana, Ill., University of Illinois, 1966. 40p. ED 013 458 (MF-$0.65; HC-$3.29).

The relative productivity of women Ph.D's was studied by comparing the teaching and research contribution of recent Ph.D's in four categories: (1) married women with Ph.D's whose husbands are employed at universities with nepotism rules, (2) married women with Ph.D's whose husbands are not on university faculties or are employed at universities without nepotism rules, (3) unmarried women with Ph.D's, and (4) men with Ph.D's. The female sample studied was obtained from listings available in the index of American doctoral dissertations for the past six years in the physical and biological sciences, social sciences, humanities, and education. The male sample was obtained from the same source by selecting every Nth name. The male sample was one-third that of the female sample but the same proportion was maintained in major fields, about 60 percent of the men and women responded to a questionnaire. Approximately 15 percent

ments through the years; (5) comparative rates of attrition and promotion of men and women, 1920-70; (6) an examination of the insurance system; (7) membership on committees of the Academic Senate; (8) admission to the graduate division; (9) financial support of graduate students; (10) total number of degrees awarded to women by year and field; (11) relative "success" of women in obtaining degrees; (12) award of doctorates in distinguished departments; (13) number of years to obtain doctorates; (14) survey of graduate women students regarding difficulties encountered and suggestions for change; and (15) the status of women in research units.

78. University of Chicago, Chicago, Ill. Women in the University of Chicago. Report of the Committee on University Women. 1970. 125p. ED 041 537 (MF-$0.65; HC-$6.58).

Part 1 of this report on the status of women at the University of Chicago deals with women on the regular teaching faculties, their numbers and locations, potential pools of faculty women, recruitment procedures, promotions and reappointments, cases of alleged discrimination, nepotism, work patterns, reported satisfactions and dissatisfactions, equity in faculty salaries, salaries of married women, women as teachers and researchers, part-time appointment, period to tenure, changing career patterns, the tandem team, and child care. It also discusses women lecturers and research associates, their number and types, satisfactions and dissatisfaction, and why so many women are in these positions. Part 2 deals with women students, specifically: (1) trends in enrollment and degrees granted; (2) admissions and financial aid policies as they affect women; (3) attrition rates; (4) career plans; (5) older students; (6) part-time students and the problem of child care; and (7) campus student life. Part 3 summarized the findings and recommendations. The appendices present data on: (1) awards, honors, and administrative positions; (2) earned PhDs from leading universities by sex; (3) changes in the supply of highly educated women; (4) the student survey; and (5) dissents and comments.

79. University of Kansas, Lawrence, Kansas. Reports of Associate Women Students Commission on the Status of Women, 1969-1970. 1970. 30p. ED 043 315 (MF-$0.65; HC-$3.29).

This report contains 3 studies made by the Commission on the Status of Women at Kansas University. The first is a survey of the number of female students and faculty members in 7 historically male-dominated schools -- Architecture, Business, Engineering, Journalism, Law, Pharmacy, and Social Welfare. The Deans and Assistant Deans of these schools were interviewed regarding the participation of women in their departments, in terms of involvement in honorary societies, scholarships awarded, placement services, dropouts, and specific fields chosen. There seemed to be no substantive proof of overt academic discrimination against women. The second study is a report of the Scholarships

Awards Committee, which investigated the selection and granting of financial assistance to students. The records indicated that women were awarded National Defense Student loans as often as men. The last study is an analysis of freshmen women responses in interviews on factors influencing their choice of a residence hall. The freshmen were given a preference card on which they could express their preference for one of four living plans: all women's halls with or without closing hours, and coeducational halls with or without closing hours.

80. University of Pittsburgh, Pittsburgh, Pa. Discrimination against Women at the University of Pittsburgh. 1970. 71p. ED 049 689 (MF-$0.65; HC-$3.29).

This report documents the activities of the University Committee for Women's Rights (UCWR) at Pittsburgh University over a 1-year period. The chapters cover UCWR's negotiations with the University, summarize the data compiled, and present proposals for improving the condition of women. Data on faculty include: men and women faculty in 8 selected departments by rank, new faculty appointments for 14 schools by rank, participation rates in the standing committees of the University Senate for 2 years, and the percentage of the different faculty positions held by women. Other chapters include an introduction to UCWR, UCWR attempts to review salaries, discrimination against women students. UCWR's interaction with the administration, women in staff positions, UCWR's efforts in relation to the law, and a summary of the obstacles UCWR met in pursuing its goals.

81. University of Washington, Seattle, Wash. Report on the Status of Women at the University of Washington; Part I: Faculty and Staff. 1970. 48p. ED 045 060 (MF-$0.65; HC-$3.29).

The purpose of this report was to determine if sex discrimination exists at the University of Washington, to identify the problems in this area and to facilitate change. This report examines: (1) the numbers and location in the academic ranks and departments of faculty women; (2) their availability for hiring, meaning the presence of trained women in the community, as well as the women already working within the institution; (3) hiring practices; (4) promotion; (5) salaries; (6) the top positions held in the traditionally "women's professions;" (7) top positions held in the university as a whole; (8) top positions held in the research and special facilities; and (9) the effect of the nepotism rule on the employment of women faculty and the obstacle to promotion and tenure by the frequent appointment of faculty women to part-time positions. Another section of the report examines salary differentials and promotion practices for: exempt staff, classified staff, and academic staff. The report concludes that sex discrimination does exist and suggests measures for rectifying this situation.

82. Whitney, Mary E. Women Student Personnel Administrators: The Past and Future. Journal of College Student Personnel, 12(1): 7-10, January 1971.

The problem of what to do with the women student personnel administrator when reorganization of the student personnel program occurs on college campuses has been discussed by many. This article reviews some of these discussions and then considers the future of this position.

83. Yale University, New Haven, Conn. A Report to the President from the Committee on the Status of Professional Women at Yale. 1971. 44p. ED 052 701 (MF-$0.65; HC-$3.29).

The Committee on the Status of Professional Women at Yale was charged by the University's President "to review the participation of women in teaching and administration at Yale, to explore ways of increasing the participation of women under existing policies, and to suggest revisions in existing policies and procedures in order to increase such participation." This report concludes that an unacceptably high number of women at Yale do not reach the professional fulfillment to which their training ought to entitle them. Women receive 14 percent of the doctorates, but account for only 3 percent of the appointments at assistant professor rank or above in the Faculty of Arts and Sciences. The absence of women at the administrative level is equally glaring. Twenty-six recommendations are made to help remedy this situation. A brief discussion of the special problem of the research associate is included in the appendix, as well as tables indicating the number and percent of women students, Ph.D.'s, and faculty in 11 major departments.

Women in Academia: As Students

84. Admission of Women to Yale College. School and Society, 97(2316): 162-164, March 1969.

Females, College Admission, College Choice, College Students.

85. Bass, Ann Trabue. The Development of Higher Education for Women in This Country. Contemporary Education, 41(6): 285-288, May 1970.

Educational History, Higher Education, Women's Education.

86. Cedar Crest College, Allentown, Pa. Report of Conference on the Undergraduate Education of Women, July 8-10, 1969. 1969. 90p. ED 043 283 (MF-$0.65; HC-$3.29).

The main objective of this conference, which was sponsored by 18 women's colleges, was to explore the educational validity of women's colleges in the context of the following factors; (1) implications of research findings on differences in traits between the sexes as they affect the education of women; (2) present and projected roles for women; and (3) the growing trend toward coeducation. The conference addressed itself to: (1) whether a case could be made for proceeding differently in certain respects in the education of women from the education of men; (2) opportunities and obligations of women's colleges in responding to special considerations in the education of women; and (3) identification of areas where inadequate or nonexistent research data need to be supplemented. This report lists: (1) the cosponsoring colleges; (2) the resource persons; (3) the conference program; (4) the participants; (5) the objectives of the conference; and (6) the summary. Presentations by Dwight W. Chapman on sex differences as they might relate to women's education, and by Alice S. Rossi on a study of a selected group of women college graduates are included in the appendix, as well as a background summary for the conference and excerpts of remarks by Pauline Tompkins.

87. Cohen, Audrey C. College for Human Services. A Model for Innovation in Urban Higher Education. New York, N.Y., Women's Talent Corps, 1967. 28p. ED 012 870 (MF-$0.65; HC-$3.29).

The Women's Talent Corps, attempting to establish permanent positions in community agencies at a new entering level, has developed an action-centered approach to the training of women from ghetto areas for pre-professional jobs in hospitals, welfare agencies, and schools. The corps now seeks to put its educational program on a permanent basis as a model two-year college for human services. The college will (1) help students prepare for equivalency examinations at the secondary level as they begin college work, (2) prepare them at once for work in the helping professions and place them in jobs, (3) use field work for methods teaching, (4) offer a core curriculum based on the needs of the professions and the populations served, and (5) offer a flexible program including preparation for transfer to a four-year college. There will be two types of faculty, the coordinator-trainer (women with field experience who will serve as counselors, supervisors, and teachers to groups of ten students) and a small academic faculty who will lecture in sociology, psychology, social work, and education and plan the core curriculum to be integrated with on-the-job experience and lead to a junior college degree. It is proposed that the first college class enter in January 1968.

87a. Cohen, Audrey C. Women and Higher Education: Recommendations for Change. New York, N.Y., College for Human Services, 1971. 16p. ED 051 769 (MF-$0.65; HC-$3.29).

Society has traditionally discriminated against women in the educational and professional areas, and studies have shown that even talented and educated women are affected by what has been labeled "a climate of unexpectation." Colleges and universities, as part of their responsibility to build a new society, must play a major part in affecting attitudes toward women by changing their own programs and policies and eliminating discrimination against women faculty and students. This paper discusses some of the educational professional roadblocks facing women, as well as the negative policies of many universities, and concludes with a series of recommendations for reforsm. These include: (1) policy and structural changes to promote increased involvement of women in academic life at all levels and in all fields; (2) program and service changes to facilitate life on campus for women, such as the provision of child-care facilities on campus, and campus health services for women; and (3) academic changes, including the institution of a series of courses or major programs of female studies.

88. Cope, Robert G. Sex-Related Factors and Attrition Among College Women. Journal of the National Association of Women Deans and Counselors, 33(3): 118-124, Spring 1970.

Data revealed that females who appear to be less cultured (music,art, poetry), less attractive, and less skilled verbally in a cultured and socially competitive environment are inclined to be less successful and withdrawn.

89. Cross, K. Patricia. College Women: A Research Description. Washington, D.C., National Association of Women Deans and Counselors, 1968. 19p. ED 027 814 (MF-$0.65; HC-$3.29).

Although America has almost achieved the goal of equality of educational opportunity for women, it is questionable whether the pathways to personal fulfillment are the same for women as for men. A synthesis of the findings of 4 major research projects, all of which involve national sample, reveal some interesting differences between the backgrounds, attitudes and aspirations of college men and women. Women tend to come from homes of higher socioeconomic levels than do men and higher proportions of men with lower ability, limited funds and middle class background attend college. Both parents and students seem to feel it is more important for a son to attend college although girls tend to make better grades in high school and are more satisfied with their performance. College women are more likely to support liberal causes, though less likely to dispute dormitory regulations--an issue related to the double standard. Taking all the research together, most women expect to have careers but marriage and family life take priority. Academic disillusionment is common and upperclassmen emphasize the satisfactions of friendships rather than scholastic accomplishments. The college woman juggles 3 pursuits--husband-hunting, gaining practical job training, and exploring intellectual potential. Flexibility in educating women is needed and the provision of independent study could meet this need. Women should be encouraged to develop academic programs suitable for their wants and interests.

90. Cullinan, Bernice E. and Ferber, Zelda. The Sarah Lawrence-New York University Teacher Education Program, 1963-1969; An Evaluative Profile. New York, N.Y., New York University, 1969. 54p. ED 034 141 (MF-$0.65; HC-$3.29).

This study evaluated the effectiveness of a teacher education program for mature women cooperatively planned and conducted by Sarah Lawrence College and New York University. Program goals as identified by the two institutions, participating students, and society served as criterion measures. Necessary data were collected by interview, questionnaire, examination of records, and observation. The program was a model for a number of teacher education programs in other institutions, and produced a small group of

teachers rated as superior by their instructors and employers. It reached a previously untapped supply of highly qualified potential teachers. Participants rated the program as valuable and appropriate for mature women with reduced child rearing and homemaking demands. Although innovative in various ways (mainly by its course in the analytical study of teaching), it did not completely fulfill the original aim of radical experimentation. The underlying philosophy proved a worthwhile means of developing superior elementary school teachers, and recommendations for continuation and expansion were made.

91. Department of Labor, Women's Bureau, Washington, D.C. Trends in Educational Attainment of Women. 1969. 22p. ED 053 268 (MF-$0.65; HC-$3.29).

Educational attainment of women has risen steadily since the turn of the century. In 1900 about 57,000 girls graduated from high school, and by 1968 the number had increased to 1.4 million. A similar rise occurred in the number of bachelor's degrees received by women. In 1900 about 5,000 graduated from college, and 1968 the number rose to 279,000. A total of 300 women received master's degrees in 1900; in 1968 the total was 63,000. A similar increase occurred in the number of doctor's degrees granted to women. In 1900 only 23 received doctor's degrees while in 1968, 2,906 obtained doctorates. There is a direct relationship between educational attainment of women and their labor force participation; the more education a woman has received, the greater the likelihood she will be engaged in paid employment. In 1968, 54 percent of the women with 4 years of college, 48 percent of the high school graduates, and 24 percent of the women with less than 8 years of schooling were working.

92. Francis, Barbara. The Status of Women at Cornell. Ithaca, N.Y., Cornell University, 1970. 6p. ED 044 095 (MF-$0.65; HC-$3.29).

The purpose of this report is to point out some of the discriminatory policies and attitudes which "tend to make the Cornell environment a difficult place for young women to achieve the personal and intellectual maturity necessary for lifelong active participation in today's society." The report opens with an excerpt from a paper by a Junior describing her campus experiences, which include strong criticisms of student, faculty, and institutional attitudes toward women. The report then details discriminatory practices in admissions policies, financial aid and housing. It suggests the provision of day-care centers, the need for sex education and a change in university clinic policy, a change in counseling practices, and the need for exposure to more female faculty members and women in positions of responsibility in administration to help change conventional stereotypes and expectations.

93. Henning, Gabrielle, Sister. A History of Changing Patterns of Objectives in Catholic Higher Education for Women in Michigan. East Lansing, Mich. Michigan State University, Agricultural Experimental Station, 1969. 213p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number 69-16143).

The purpose of this research was to trace the history of changing patterns of objectives in six Catholic women's colleges in Michigan. A number of hypothesis, that Catholic colleges for women in Michigan have, from their foundations, included the objective of training for leadership, could not be supported by the available evidence. It was observed that the six colleges have followed clearly observable "patterns" or "similarities of design" in their statements of objectives through the years. The following objectives: commitment to a Catholic philosophy of education, an intellectual objective, a moral objective, a service objective, a professional objective, and an institution's relationship and responsibility to the community and to humanity objective appeared in all statements of objectives consistently in all the colleges.

94. Lubetkin, Barry S. and Lubetkin, Arvin I. Achievement Motivation in a Competitive Situation: A Comparison of Undergraduate, Younger Graduate Students and Older Female Graduate Students. 1968. 19p. ED 029 332 (MF-$0.65; HC-$3.29).

This study investigated whether older female graduate students who have experienced an interruption in their formal academic education will display greater achievement motivation when competing against a male than will younger graduate females or undergraduate females. The measure of achievement motivation was the percentage of incompleted tasks recalled minus the percentage of completed recalled (Zeigarnik Effect). Previous research shows a high Zeigarnik score corresponding to a heightened achievement motive. When placed in a competitive situation with a male, older female graduate students showed significantly higher Zeigarnik scores than did the other groups in similar competition. Results were discussed with reference to a developing achievement oriented personal identity in the older Ss. An alternative social-acceptance explanation was also considered.

95. Merideth, Elizabeth and Merideth, Robert. Adult Women's Education: A Radical Critique. Journal of the National Association of Women Deans and Counselors, 34(3): 11-120, Spring 1971.

The authors propose alternative measures to meet the needs of women in universities. Individual efforts by individual women must be facilitated by social innovation brought about by radical experiments of alternative living arrangements and open universities.

96. Mitchell, Susan Barber. Women and the Doctorate: A Study of the Enabling or Impeding Factors Operative Among Oklahoma's Women Doctoral Recipients in the Attainment and Use of the Degree. Final Report. Stillwater, Okla., Oklahoma State University, Research Foundation, 1968. 154p. ED 024 352 (MF-$0.65; HC-$6.58).

Data collected from 85.1% of the 208 women recipients of the doctorate from Oklahoma universities reveal that they are well rewarded for their scholarly efforts. The study examined personal characteristics, the motivational enabling and impeding factors to attainment of the degree, and the value of the degree to the recipients and to society in terms of use and satisfaction. In tests of hypotheses, the time lapse between conferral of the bachelor's to the doctorate, the years spent pursuing the degree, choice of institution, and type of employment were investigated. The reported return to work of 99% of the women, their satisfaction with their professional, personal and financial status indicate that society also benefits from their investment. For many women, the lack of guidance, counseling, or cultural expectations delay acquisition of the doctorate; apparently they could complete their studies in less time if more financial aid was available. Discrimination in employment remains, and the private sector, backed by the academic and business communities, should undertake action programs matching those of the federal government to effect a more equitable reception of women.

97. Mitchell, Susan B. and Alciatore, Robert T. Women Doctoral Recipients Evaluate Their Training. Educational Forum, 34(4): 533-539, May 1970.

In general, women who obtain doctoral degrees take longer than men to pursue their course of study. This time gap is caused by family considerations and lack of funds. However, society is well repaid by this investment, as 99% of these women return to the working world after receiving their degree.

98. Parrish, John V. Women's High Level Training and Work: Where to Now? Training and Development Journal, 24(11): 20-22, November 1970.

Major breakthroughs will be needed for talented women who will be seeking higher education and more satisfying life patterns. There are grounds for some optimism in the development of learning machines and accessory of educational equipment, innovation in the colleges, in availability of occupational information, in the breakup of professional jobs into levels, in on-the-job training programs, and in the vigor of women's groups.

99. President's Commission on the Status of Women, Washington, D.C. Report of the Committee on Education to the President's Commission on the Status of Women. 1963. 75p. ED 053 369 (MF-$0.65; HC-$3.29).

The educational needs of all womenin the United States were studied. Educational opportunities for the mature women fall very short of the need. The committee therefore recommends that: (1) a large-scale effort be made to provide a system of elementary and secondary education for adults, with regard for the special needs of women and for the life experiences of all adults; (2) the opportunities for mature women to continue their education beyond high school be greatly expanded and adapted to their needs; (3) funds be made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment or redirect their education; and part-time students be eligible under Federal-aid and university-aid financial programs; and (4) new and imaginative educational programs be developed for the woman in her home. Educational changes that are needed in the school and college years are related to improving the educational opportunities for all of the Nation's children. The committee's recommendations are that: (1) expanded educational opportunities of high quality be provided for all groups in our society from kindergarten through graduate school; (2) skilled counseling be an integral part of education; (3) an examination be made of all educational programs to prepare females for homemaking; (4) education in volunteer work be given.

100. Reisman, David. Observations on Contemporary College Students--Especially Women. Interchange, 1(1): 52-63, April 1970.

Higher Education, Women's Education, College Students, Coeducation.

101. Riley, Glenda. Origins of the Argument for Improved Female Education. History of Education Quarterly, 9(4): 455-470, Winter 1969.

One significant area of social change in the 1830's and 1840's in America was the reformulation of woman's status and capabilities. The employment of women as teachers was a major step toward the organized women's rights movement of later years.

102. Scott, Ann. Educating American Women for the Leisure Class. Educational Leadership, 29(1): 28-31, October 1971.

The need for American women to attain equal opportunity in all phases of American life is stressed.

103. Smith, Constance E. The Radcliff Institute. Convergence, 2(2): 56-61.

Women's Education, Special Programs, Institutes (Training Programs), Fellowships, Financial Support.

104. University of Michigan, Center for Continuing Education for Women, Ann Arbor, Michigan. Opportunities for Women Through Education. Conference-Workshop Proceedings (University of Michigan, Ann Arbor, March 16, 1965). 1965. 151p. ED 017 773 (MF-$0.65; HC-$6.58).

A conference on opportunities for women emphasized the educational and training requirements for employment in the fields of teaching, social work, health sciences, mathematics, physical sciences, engineering, and library science, and opportunities for continuing education in undergraduate liberal arts. The morning address described the Sarah Lawrence College Center for Continuing Education, its consultative service, special graduate and professional schools and research. Deans of the University of Michigan Schools of Medicine, Social Work, and Education commented on opportunities for women in their fields. A report from the United States Civil Service Commission urged attention to projected federal career goals, contacts with placement personnel, and emphasis on ideals of service. The workshop address focused on specific jobs and professional areas, with questions and discussion largely devoted to admission criteria, costs, certification, and course scheduling. An annotated bibliography of books on women's reentry into the workforce is provided as well as lists of booklets and magazine articles available in local libraries.

Continuing Education for Women

105. Addis, Margaret Emily. Problems of Administrative Changes in Selected Programs for the Reeducation of Women. Cambridge, Mass., Harvard University, 1967. 325p. (Available from University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 67-9845).

Nine educational institutions were studied through visits and interviews to find out their problems in the creation of programs for the reeducation of women. Six were in the East and three in the Midwest; they included public and private universities, technical and liberal arts colleges for women, residential and nonresidential, large and small. Though no problems were common to all, they were in the five major areas of resources, curriculum and instruction, administrative attitudes, faculty reaction, and student diversity, characteristics, and impact on undergraduates. Problems which could be inferred included personnel, objectives and expectations, and procedural techniques.

A lack of sustained interest in the program at the initiating level seemed a reliable predictor of subsequent problems and it appeared that execution of plans should remain with those who did the original planning. There is need for more information about special students, for special academic orientation and personal readjustment information for them, an internal and external (publicity) communication system, and for emphasis on the academic interity of the program.

106. Adult Education Association of the U.S.A., Washington, D.C. and Syracuse University, ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Continuing Education for Women. 1970. 76p. ED 042 122 (MF-$0.65; HC-$3.29).

This annotated bibliography of about 150 items on women's continuing education begins with descriptions of a newsletter and three bibliographies, followed by documents on sex differences in ability, achievement, and role perception. Four other sections cover employment related interests and needs, women's participation in programs by universities and voluntary organizations, guidance and counseling, low income and otherwise disadvantaged women, and homemaking education activities and needs. Finally, the state of women's education in France, India, Thailand, Tunisia, Australia, the Soviet Union, Chile, Peru, East Africa, and other nations and regions, is reviewed and evaluated. Also included are a list of ERIC/AE publications and instructions for ordering from EDRS.

107. Cockburn, Patricia and Raymond, Yvonne R. Women University Graduates in Continuing Education and Employment, An Exploratory Study Initiated by the Canadian Federation of University Women 1966, and La Femme Diplomee Face a L'Education Permanente et au Monde du Travail. Toronto, Ontario, Canadian Federation of University Women, 1967. (Available from University of Toronto Bookstores, Front Campus, Toronto 5, Ontario, Canada, $5.00.)

To measure the employment potential of Canadian women university graduates, to interest government in retraining professional women, and to assess the interest of women in continuing their university education, a mail survey was made of 10,000 members of the Canadian Federation of University Women, 500 non-member graduates, and 850 French-speaking women graduates. There was an overall response rate of 40 percent. Data were gathered on age, marital status, family income level, provincial distribution, employment and educational background, second language fluency, and plans for taking university credit or noncredit courses, part-time or full-time, and subject fields of interest. A felt need appeared for vocational counseling, changes in the income tax structure, more part-time jobs, and domestic help. Universities should be less rigid and provincial in admission requirements and in making provision for part-time study. Programs should be more stimulating

and provisions for financial help and child care should be made. Educational authorities and institutions, business and industry, should join with government research departments in further research on women graduates.

108. Ellwood, Caroline. Survey of University Adult Education in the Metropolitan Area of New York. New York, N.Y., New York University, School of Continuing Education, 1967. 164p. Ed 013 405 (MF-$0.65; HC-$6.58).

This survey of university-level adult credit and non-credit courses covers over 30 colleges and universities in greater New York--largely evening colleges, community colleges, and community service programs. An historical review portrays the growth of liberal adult education since the founding of Cooper Union in 1859. A survey of adult educators showed largely nonprofessional, part-time instructors of diverse backgrounds and a need for more inservice training and closer communication with administrators and other faculty. Recommendations include--a Center for Continuing Education in New York, coordinated self-study by all university adult education divisions, joint planning to determine future areas of concern, seminars for community leaders, continuing education on urban problems, and special programs to upgrade the education and social awareness of disadvantaged adults. Also noted are 15 programs primarily for women, 20 projects in New York State under Title 1 of the Higher Education Act of 1965, and six special degree programs. (The document includes numerous charts and tables and 33 institutionsl profiles.)

109. Ewalt, Della C., Comp. Continuing Education for Women in Ohio; A Study Project of the Ohio Division, American Association of University Women. Washington, D.C., American Association of University Women, 1965. 43p. ED 021 196. (MF-$0.65; HC-$3.29).

A study was made to assess the needs and opportunities of members of the American Association of University Women (AAUW) to continue their education in Ohio. Questionnaires were returned by 2,569 AAUW members from Ohio branches giving data on personal and socioeconomic background, educational motivation, preferred kinds of programs and fields of study and felt needs for guidance and counseling. There was also a tabulation of information from Ohio colleges and universities as to women faculty members (21%), women administrators and trustees (much fewer), degrees granted to women in 1964, graduate and undergraduate enrollment data, and institutional policy. The typical AAUW respondent was in the 30-60 age range, with a family income of $5-10,000, employment in education, a husband in one of the professions, a desire for part-time or evening graduate study, and no felt need for guidance or counseling. Most institutions accepted part-time students, 22 offered higher adult education, some had financial aid for part-time students, and eight had special programs for women. Also beginning in academic year 1966-67, the state-wide College Faculty Program will offer financial aid to mature women to prepare for college or university teaching.

110. Likert, Jane G., Ed. Conversations with Returning Women Students. Ann Arbor, Michigan, University of Michigan, Center for Continuing Education for Women, 1967. 55p. (Available from University of Michigan, Center for Continuing Education of Women, 330 Thompson Street, Ann Arbor, Michigan 48108, $1.00.)

In the spring of 1967, the University of Michigan's Center for Continuing Education of Women held a series of four discussions, "Women in School and at Work," to give women who are continuing their education or thinking about it an opportunity to talk to each other. At each session, two or three women who had returned to college began a general conversation by discussing their own return and some of their initial fears, handicaps, and rewards. They compared notes on coping with their multiple obligations and gave advice to the newcomers. Members of the university faculty, administration, and staff, and the Center staff also took part. This booklet reproduces the conversation arranged under the general points covered--returning to school, anxieties such as attitude of husbands, faculty, and other students, fear of failure, finances, and discrimination, and ways of managing at home, school, and work.

111. Loewenberg, Bert J. Sarah Lawrence College Center for Continuing Education and Community Studies. Work in Progress Report III, December 1964-September 1966. Bronxville, N.Y., Sarah Lawrence College, 1966. 36p. ED 014 681 (MF-$0.65; HC-$3.29).

Grants from the Carnegie Corporation have enabled Sarah Lawrence College Center for Continuing Education and Community Studies to establish a flexible program for women who wish to study part-time toward undergraduate and graduate degrees after being out of school for several years. Participants are chosen by interview after completing an application form and presenting transcripts. No tests are used. Through counseling, women are helped to select the program best suited to their goals, at Sarah Lawrence or elsewhere. The Center's undergraduate courses carry five hours credit, meet once a week, and require 15 hours of outside work. Each student has a biweekly tutorial conference. After four semester courses students may be accepted in the general college program. Graduate programs are offered at Sarah Lawrence in liberal arts and college level teaching. In cooperation with New York University, the Center has established part-time master's programs in elementary education and in social work, and with Pratt Institute, in library science. In independent conference study and the Institute for Community Studies. Women can study community problems while providing such community services as tutorial programs for underachieving children. (Document includes seven charts.)

women completed a 15-week group guidance and counseling course in the first six years and 300 are currently enrolled. Credit courses are provided at times and places convenient for them.

115. Royce, Marion. Continuing Education for Women in Canada; Trends and Opportunities. Monographs in Adult Education, 4. Toronto, Ontario, Ontario Institute for Studies in Education, Department of Adult Education, 1969. 174p. ED 036 722 (MF-$0.65; HC-$6.58).

This report describes a number of innovative continuing education programs for Canadian women under the auspices of universities, local educational authorities, and other organizations. It covers daytime (largely part time) classes at Mount St. Vincent University, the Thomas More Institute, and the Universities of British Columbia, Calgary, Guelph, and Manitoba; offerings by extension departments and continuing education centers at McGill, the University of Toronto, and the Universities of Alberta, British Columbia, Calgary, Guelph, and Manitoba; and activities of the Adult Education Division of the Calgary School Board, including those in cooperation with the University of Calgary. It also deals with a public affairs education program in Toronto, training of volunteers by and for the National Council of Jewish Women, discussion groups sponsored by the Young Women's Christian Association, career seminars at Centennial College, professional courses of the Quo Vadis School of Nursing, as well as a Federal work orientation program, correspondence study, English for New Canadians, and educational television in Quebec.

116. Royce, Marion. The Continuing Education of Women; Some Programs in the United States of America. Toronto, Ontario, Ontario Institute for Studies in Education, Department of Adult Education, 1968. 166p. ED 023 059 (MF-$0.65; HC-$6.58).

The Department of Adult Education of the Ontario Institute for Studies in Education is involved in a project to document programs and services in continuing education for women in other countries as a frame of reference for policies that would facilitate more adequate provision for such education in Canada. Included in this document are descriptions of selected programs in the United States chiefly concerned with occupational preparation or upgrading and largely in occupations traditionally considered female, with practically unanimous acceptance of the key role of counseling. Many programs involve research to evaluate program effectiveness and to determine equivalency of life experience and formal educational experience. Eighteen programs at colleges and universities are included, such as Barnard, Cornell, Oakland, Radcliffe, Sarah Lawrence, Syracuse, and Wisconsin. Five community college programs of the Council for the Continuing Education of Women (Miami, Florida), the National Council of Negro Women, New York State Guidance Center for Women, and Women's Talent Corps.

117. Schletzer, Vera M., And Others. Continuing Education for Women, A Five-Year Report of the Minnesota Plan. Minneapolis, Minn., University of Minnesota, 1967. 87p. ED 012 430 (MF-$0.65; HC-$3.29).

As a pilot project supported by the Carnegie Corporation, the Women's Continuing Education Program of the University of Minnesota (Minnesota Plan) has been providing, for over 5 years, the flexible arrangements needed by women wishing to continue their education, for accommodating the resources of the university to their needs and objectives. The more than 2,600 women enrolled are mostly in their 30's and early 40's, are married, have children, are from the middle class, have metropolitan families, have less than 4 years of college, and are interested in training for vocations. Features of the plan include experimental liberal arts seminars, a placement service, a child care center, extensive counseling, small scholarships, and undergraduate and communications programs. The plan reveals the need for reevaluation of traditional university regulations, course offerings, and guidance programs, and for an increased willingness by American society to use its resources of able and educated women. The document includes 18 tables.

118. Spiegel, Jeanne. Continuing Education for Women, A Selected Annotated Bibliography. Washington, D.C., Business and Professional Women's Foundation, 1967. (Available from the Business and Professional Women's Foundation, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036).

A bibliography of materials was prepared on the subject of the economic, social, and psychological challenges confronting women in developing their capabilities through continuing education. Selections are not evaluated, but annotations summarize content and findings. Included are 30 books, reports, and pamphlets, 24 periodical articles, four unpublished theses, and three miscellaneous items. All have been published since 1960 and are in the reference collection of the Foundation library.

119. Syracuse University, ERIC Clearinghouse on Adult Education, Syracuse, N.Y. Continuing Education of Women. Current Information Sources, No. 22. 1968. 80p. ED 028 340 (MF-$0.65; HC-$3.29).

This annotated bibliography dealing with the continuing education of women contains 143 indexed and abstracted entries arranged under the following headings: Sex Differences in Mental Ability and Achievement; Social Role Related Interests and Needs; Employment Related Interests and Needs; Programs and Participation; and Women's Education in Foreign Countries. Most of the documents are dated from 1965 to 1968.

112. Loring, Rosalind Kolan. A Survey of "Special" Educational Programs for Adult Women in University Extension Divisions and Evening Colleges. Los Angeles, Calif., University of California, 1966. 116p. (Available from the University of California at Los Angeles).

To discover trends and innovations in special programs for mature women offered by university extension divisions and evening colleges, questionnaires were sent to 216 institutions (157 responded) and an interview schedule was used in personal visits to five institutions. Of the 157 schools, 93 scheduled programs for adult women ranging from college credit and non-credit liberal arts daytime courses to specially designed courses deemed of interest to women, activities concentrating on the status of women today, and to the largest category of occupational improvement. Individual and group counseling was usually available, but program research was not part of any listed program. Enrollees were Caucasian, middle class socially and economically, with college and community organization experience. Although the enrollment varied from 50 to 1,000 per year, no program was entirely self-supporting nor completely subsidized. All kinds of promotion were used, but the printed announcement and word of mouth were most depended upon. Program materials were primarily written, and designed or collected for the specific project.

113. Marple, Dorothy Jane. Motivation Tendencies of Women Participants in Continuing Education. New York, N.Y., Columbia University, 1969. 148p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 69-16791).

Six hypotheses were generated to study the motivation of women participants and non-participants in continuing education, and to examine the relationship of the motivation of participants to their satisfaction and other selected educational variables. Four groups of randomly selected women (165) represented different stages in the adoption process as postulated by Rogers. Data on personal, social educational, psychological, and life characteristics of the women were collected through a questionnaire. The variables--major satisfactions for participation in continuing education, type of program undertaken, scores on the Buhler Life Goals Inventory, socio-economic status, level of verbal ability, and level of formal education--were used. The latter three were control variables. The techniques of analysis included the use of percentages, analysis of variance, and chi square. Women who did not participate in continuing education scored higher on two of the three factors related to the self-limiting adaptation motivational tendency. No significant differences occurred in the factors comprising the creative expansion, upholding the internal order, and need-satisfaction motivational tendencies.

114. Osborn, Ruth Helm, Developing New Horizons for Women. Adult Leadership, 19(10): 326-328, 350-351, April 1971.

Since 1964, the George Washington University, in Washington, D.C., has conducted a program of Continuing Education for Women. More than 1,500

120. University of Utah, Salt Lake City, Utah. Final Report of University of Utah Committee on Women's Education. 1970. 59p. ED 040 344 (MF-$0.65; HC-$3.29).

Subcommittee reports are presented on university extension education for younger women (under 25), mature women, and minority women. Recommendations on student and personnel recruitment, student orientation and counseling, curriculum, reorganization, special facilities, community service, research, evaluation, and job placement are also set forth. Appendixes cover women graduates in specific subject fields at the University of Utah; attendance and enrollment patterns; motives and characteristics of undergraduate women students; special problems of Mexican American women; women's programs at the University of Utah during 1966-69; and the opinions, characteristics, and needs of mature women who left college before receiving a baccalaureate degree.

121. University of Washington, Office of Women's Continuing Education, Seattle, Wash. Programs, Problems and Needs in Women's Continuing Education; Proceedings of a Statewide Conference for Institutions of Higher Education, Community and Government Representatives. 1968. 70p. (Available from Office of Women's Continuing Education, University of Washington, Seattle, Washington 98105).

A conference on women's continuing education explored ways in which institutions of higher education in the State of Washington can develop innovative programs to meet the needs of women, particularly those in their middle years. Exploration involved (1) identifying the communities' needs for more effective use of woman power, both paid and volunteer; (2) defining steps which must be taken to expand opportunities for women; (3) providing information on programs which are in process in various states; (4) discussing ways in which all educational institutions can work together to implement new and relevant programs for women; and (5) planning for interinstitutional and interdisciplinary cooperation. Descriptions were given of the College Level Examination Program, Eastern Washington State College Continuing Education for Women, and the educational program at Oak Harbor Naval Air Station.

Career Choice and Development for Women

122. Almquist, Elizabeth M. and Angrist, Shirley S. Career Salience and Atypicality of Occupational Choice Among College Women. Journal of Marriage and the Family, 32(2): 242-248, May 1970.

Focuses on career oriented girls who choose male dominated occupations. A "deviance hypothesis" suggesting that these women are different from women who choose traditionally feminine occupations, in terms of dating, extra curricular activities, relationships of parents, and work values receive limited support. An alternative hypothesis suggesting that enriching experiences lead to unconventional choices is supported.

123. Almquist, Elizabeth M. and Angrist, Shirley S. Role Model Influences on College Women's Career Aspirations. Merrill-Palmer Quarterly of Behavior and Development, 17(3): 263-279, July 1971.

Career Planning, Aspiration, Females, Role Perception, Models, Career Choice.

124. Astin, Helen S. and Myint, Thelma. Career Development of Young Women during the Post-High School Years. Journal of Counseling Psychology, 18(3): 369-393, July 1971.

Among the results were that educational attainment and marital-familial status best predicted whether women would pursue careers in the sciences, professions and teaching, or be housewives and office workers. Of the personal variables, scholastic aptitudes and socioeconomic status, as well as early career choices, were the best predictors.

125. Epstein, Cynthia F. Woman's Place: Options and Limits in Professional Careers. 1971. 232p. (Available from University of California Press, 2223 Fulton Street, Berkeley, Calif. 94720. $7.95).

The author contends that, despite the struggle for equal participation with men in all social and economic spheres, most American women have not adequately exploited their rights and talents, Beginning with a survey of the cultural themes and values that profoundly affect how women's career decisions are made, she gives detailed attention to the socialization process from which individuals derive their self-identity and the sense of personal limits and options. Six major categories of role conflict are then identified and discussed, each deriving from the ambiguities and contradictions associated with being both a female and a professional. Paths and obstacles to the reconciliation of such conflicts are described, along with effects which typically follow from such

decisions as marriage or childbirth. Finally, different professions (including law, medicine, engineering, and teaching) are examined in terms of how women's participation is shaped by structural factors, behavioral norms, and tendencies toward change in each field. Problems encountered by poor women--a major part of the work force--are also touched on.

126. Farmer, Helen S. and Bohn, Martin J., Jr. Home-Career Conflict Reduction and the Level of Career Interest in Women. Journal of Counseling Psychology, 17(3): 228-231, May 1970.

The study was an attempt to reduce home-career conflict experimentally by providing a measure of social sanction for professionally demanding career roles, and to measure the effect of this reduction on home and career interests. Results indicate that regardless of marital states, vocational interest can be raised. Implications for counseling are presented.

127. Farnsworth, Kirk E. Vocational Interests of Women: A Factor Analysis of the Women's Form of the SVIB. Journal of Applied Psychology, 53(5): 353-358, October 1969.

Vocational Interests, Females, Factor Analysis, Psychological Testing, SVIB (Strong Vocational Interest Bank).

128. Harmon, Lenore W. Anatomy of Career Commitment in Women. Journal of Counseling Psychology, 17(1): 77-80, January 1970.

Ten to 14 years after college entrance, subjects were asked what their "usual career" was. Those who listed one were called "career committed"; those who listed none were called "noncommitted". Differences between the two groups were found, but none of them offered a basis for predicting career commitment before women began programs of higher education.

129. Harmon, Lenore W. The Childhood and Adolescent Career Plans of College Women. Journal of Vocational Behavior, 1(1): 45-56, January 1971.

In 1968, 1188 freshman women were asked to report, retrospectively, which of 135 occupational titles they had ever considered as careers. A restricted range of occupations was considered early in life. While occupations considered early were popular, not all early preferences persisted. Typically feminine occupations were the most persistent preferences of this group.

130. Hawley, Peggy. What Women Think Men Think: Does It Affect Their Career Choice? Journal of Counseling Psychology, 18(3): 193-199, May 1971.

In search for an empirical data base appropriate to women's careers, the supposition that men's views play an important though often unrecognized part in the careers women choose was supported. Women may be influenced by what they believe men think is appropriate female behavior.

131. Holmstrom, Lynda Lytle. Intertwining Career Patterns of Husbands and Wives in Certain Professions. Waltham, Mass., Brandeis University, 1970. 385p. (Available from National Technical Information Service, Operations Division, Springfield, Virginia 22151. Order number: PB 191 917).

To a large extent the occupational system and the family system presuppose that in a married couple only one spouse will have a high level occupation. Typically the husband has a demanding occupational role, while the wife has either no occupational role or one that is subordinate in importance to that of her husband. One of the major ways in which strains between the occupational and family systems are "resolved" in the contemporary United States is by exclusion of married women from full participation in the world of work. The present study focuses on the career patterns and contingencies of the deviant cases; namely, those couples in which the wife does have an independent career of her own. These couples come up against features of our society which presuppose that only one spouse, typically the husband, will have a career.

132. Johnson, Ray W. Parental Identification and Vocational Interests of College Women. Measurement and Evaluation in Guidance, 3(3): 147-151, Fall 1970.

Subjects completed a measure of parental identification and were divided into High and Low Identification Groups. SVIB scores were compared. However low in identification of their mothers scored higher on scales indicative of mathematical scientific interests. High identifiers did not, however, score higher on occupational scales more typical of a homemaker. Suggests that career oriented interests may not reflect masculine identification.

133. Katz, Joseph, And Others. Educational and Occupational Aspirations of Adult Women. Report to the College Entrance Examination Board. Palo Alto, Calif., Stanford University, Institute for Study of Human Problems, 1970. 265p. ED 045 005 (MF-$0.65; HC-$9.87).

The first chapter of this report, "Career and Autonomy in College Women," by Joseph Katz deals with the career choice of undergraduate women at San Jose City College and Stanford University. Chapter 2, "Adult Women

at Work and at Home," by Joseph Katz, and Chapter 3, "Career-Oriented versus Home-Oriented Women," by Marjorie M. Lozoff, present data based on questionnaire responses from alumnae of Santa Rosa Junior College and Stanford University who were between 26 and 50 years old in 1968, from hour-by-hour diaries of two full days in the lives of 17 college educated adult women in the San Francisco Peninsula area, and from interviews with 27 of the women who had completed the questionnaires. Chapter 4, "Images of Women in Women's Magazines," by Peggy Comstock, presents a content analysis of a selected number of women's magazines in terms of the attitudes toward education, career, and home that are held or presumably held, by middle-class adult women. Chapter 5, "Selected Bibliography on Women: 1950-1969," by Peggy Comstock, presents a survey of an annotated bibliography of the literature on the educational and occupational situation of adult women. The questionnaire results, the questionnaire form, and the interview protocol are presented in the appendix.

134. McMillin, Marvin R., and Others. Opinions on Career Involvement of Married Women. Journal of the National Association of Women Deans and Counselors, 34(3): 121-124, Spring 1971.

The results of this study show that a potential area of conflict exists for young adults regarding the career involvement of the wife. College women preferred a career and marriage rather than either alone, while college men preferred that their wives not work after the birth of children.

135. Michigan University, Center for Continuing Education of Women, Ann Arbor, Michigan. New Patterns of Employment, Proceedings of the Conference Workshop (Center for Continuing Education of Women, University of Michigan, Ann Arbor, March 29, 1966). 1966. 154p. ED 019 538 (MF-$0.65; HC-$6.58).

The Center for Continuing Education of Women at the University of Michigan at its second conference explored promising fields of employment for college trained women, particularly those who could work only part time. Speakers presented a nationwide view of women in the labor market, described the Atomic Energy commission program in hiring women, speculated on reasons for limitations to women's career opportunities, and spoke of the need for accommodation to change, pointing out major revolutions affecting the current market. Panels consisting of employers from business, government, and institutions of higher education discussed writing, editing, and librarianship, college teaching and adult education, research in the social sciences and humanities and in physical and biological sciences, and administrative and staff positions. (A progress report since the inception of the Center in September 1964 and a list of staff and committees comprise a preface. Appendixes include a study of Ann Arbor's local opportunities for women, tips on preparing resumes, a bibliography of recent and locally available publication on women's career opportunities, and a roster of attendees.

136. Orden, Susan R. and Bradburn, Norman M. Working Wives and Marriage Happiness. American Journal of Sociology, 74(4): 392-407, January 1969.

Working Women, Marital Instability, Family Life, Educational Background, Occupational Choice.

137. Schissell, Robert Frances. Differential Interest Characteristics of Career Women. Lincoln, Nebraska, University of Nebraska, Teachers College, 1967. 158p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 67-15992).

A study was made of career orientation differences between 200 career women and 200 noncareer women. Subjects were categorized by locally devised definitions and by scores on a scale of career and homemaking orientations and attitudes, then were administered Form M of the Strong Vocational Interest Blank (SVIB) and a background data sheet, and were scored on the Career Orientation Scale (COS). Seventy-four of the 98 possible correlations of vocational orientations with SVIB occupational and nonoccupational scales were significant. Scores on the COS also correlated significantly with certain of the background questionnaire responses (largely those on home environment and individual personality). The two groups appeared to lie along a bipolar interest continuum of "things" versus "people," with career women toward the pole of "things" and noncareer women toward that of "people."

138. Watley, Donivan J. Career or Marriage?: A Longitudinal Study of Able Young Women. Volume 5, Number 7. Evanston, Illinois, National Merit Scholarship Corp., 1969. 21p. ED 035 010 (MF-$0.65; HC-$3.29).

Women who won National Merit Scholarships during the years 1956 through 1960 were followed up in 1965 to determine their marriage and/or career plans. Each of the 883 women was classified into one of five groups: (1) marriage only, (2) marriage with deferred career, (3) marriage with immediate career, (4) career only, and (5) uncertain. The educational and career field aspirations of these groups differed; and those seeking an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering them. The groups also differed in their willingness to express problems encountered in making and implementing their plans and problems experienced because of being a woman.

139. Wells, Jean A. and Wool, Muriel B. College Women Seven Years After Graduation, Resurvey of Women Graduates, Class of 1957. Washington, D.C., U.S. Department of Labor, Women's Bureau, 1966. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order number: L13.3-292. $0.40).

In a resurvey of 1957 women college graduates, questionnaires returned by 84 percent of the 5,846 contacted in 1964 provided information about the interrelated influences on college women of their undergraduate education, postgraduate specializations, family and community activities, and work careers. Almost three-fourths of the graduates surveyed wanted further education or training. Slightly over half were motivated by mob connected reasons -- the remainder by cultural or personal interests. Fifty-one percent were in the work force compared with 85 percent in 1957. Most had worked continuously since graduation and 32 percent had had only one employer. Sixty percent of the graduates were teachers, 6 percent nurses, and 4 percent secretaries. The average 1964 salary was $5,947, 60 percent higher than that of 1957. Almost half the women had taken at least one graduate course since leaving college, 15 percent had earned a master's degree but less than 1 percent a doctorate. A majority continued to specialize in the field of their undergraduate major. Education was the predominant field of advanced study. Over three-fourths of the women were active members of one or more community or national voluntary organizations. A sample questionnaire form, a list of counseling and placement services, brief descriptions of graduate fellowship grant and loan programs, and suggested readings are included.

140. Zytowski, Donald G. Toward a Theory of Career Development for Women. Personnel and Guidance Journal, 47(7): 660-664, March 1969.

Women's Education, Career Planning, Vocational Development, Role Perception, Self Actualization.

Women in the World of Work

141. Allingham, John D. Women Who Work: Part I, the Relative Importance of Age, Education and Marital Status for Participation in the Labour Force. Special Labour Force Studies No. 5. Ottawa, Ontario, Dominion Bureau of Statistics, Special Manpower Studies and Consultation Division, 1967. 23p. ED 033 199 (MF-$0.65; HC-$3.29).

This paper is intended to provide a systematic treatment of some hypotheses relating to labor force participation determinants, and an illustration of the relative importance of age, education, and marital status for female participation. Marital status, education, and age have all been shown to affect participation rates. On an impressionistic basis, marital status has been shown to have a greater effect than education, which in turn has a greater impact than age. Although age is of least importance, there is evidence of a pattern in its effect. Within "high" and "low" education groups of single females, age is roughly related in an inverse manner to participation. The pattern for married women is more complex. Within each of the educational groups, the top three rates relate to those aged 40 to 44, 45 to 49, and 50 to 54--ages at which labor force reentry occurs, after the prime childbearing and care years.

142. Allingham, John D. and Spencer, Byron G. Women Who Work, Part 2: Married Women in the Labour Force: The Influence of Age, Education, Child-Bearing Status and Residence. Special Labour Force Studies Series B, No. 2. Ottawa, Ontario, Dominion Bureau of Statistics, Special Manpower Studies and Consultation Division, 1968. 19p. ED 053 329 (MF-$0.65; HC-$3.29).

To followup an earlier study of the relative importance of age, education, and marital status as variables influencing female participation in the labor force, this research attempts to measure the relative importance of similar factors in determining whether or not a woman works or wishes to work. Particular emphasis was given to such determinants as age, child status, education of married women, residence, and education of husband. One important finding of the study was that the presence or absence of a young child remains, in the aggregate, the most important single attribute affecting a wife's participation in the labor force until the age of 44. It was concluded that the general improvement in the level of education is likely to induce more and more wives to remain in the labor force after they are married, and to return to it when their major child-raising responsibilities in the home are passed. Still other factors that are expected to influence the participation of women in labor force are the use of effective birth control methods and the general continuing rise in the husband's income.

143. Barnes, Janette. Women and Entrance to the Legal Profession. Journal of Legal Education, 23(2): 276-308, 1971.

Law schools must recruit more qualified women for the legal profession to dispel the myth of the law as a male preserve.

144. Barsky, Lillian and Terlin, Rose. Job Horizons for College Women. Washington, D.C., Department of Labor, Women's Bureau, 1967. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order number: 0-257-826- $0.35).

Detailed information is provided on a variety of professions for women. Educational requirements, job opportunities and responsibilities, estimated salaries, and opportunities for advancement are discussed in such occupations as accountant, home economist, engineer, occupational therapist, nurse, scientist, real estate agent and broker, statistician, and medical technologist. Women are working in increasing numbers because of economic necessity or for their own personal satisfaction. They earn their highest incomes in occupations requiring above average educational preparation, and in fields with smaller numbers of women. Most professional workers are employed by educational institutions, government agencies, private industry, and nonprofit organizations. The importance of continuing education is stressed, as a graduate degree becomes increasingly important for professional advancement. Sources of fellowships and loans are listed. Tables and charts show data on degrees earned, occupations, and educational levels of working women.

145. Beck, Esther Lily. An Analysis of Selected Factors Relevant to the Employment Status in Business Office of Married Women College Graduates. Bloomington, Indiana, University of Indiana, 1963. 271p. (Available from University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106. Order number: 64-5119).

An analysis of factors that hindered or impeded the occupational advancement of college women were grouped around the four areas of personal and socioeconomic backgrounds, characteristics of the positions held by the women, business policies and practices of employing firms, and points of view expressed by the women about their experiences. Data were obtained through interviews with 62 women employees and 37 company representatives at 27 firms having 100 or more office workers. A modified case method approach obtained information since the women's college graduation. It was found that 15 women were ranked as managers, 39 as supervisors, and 8 as routine workers. Factors influential in attaining a managerial level were--supplementary training past the undergraduate degree, continuance with the firm, a high socioeconomic status, a relatively small employing firm, and maturity and poise. It was concluded that post graduate education is the most important factor determining employment status.

146. Bell, Linda. Women Returning to the Labour Force: A First Report, Women's Bureau Careers Centre. Toronto, Ontario, Ontario Department of Labour, Women's Bureau, 1969. 26p. (Available from Ontario Department of Labour, Women's Bureau, 74 Victoria Street, Toronto, Ontario, Canada).

This first report of the Women's Bureau Careers Centre of the Ontario Department of Labour provides statistical data on the personal and social characteristics of the women who came to them as clients (women who wished to return to work), and discusses these clients and the Centre's program for them. Sections of the report are devoted to reasons for going to work, obstacles in the way, and initial achievements. The data were gathered from, and the report based upon, 732 women who came to the Centre's counselling service in downtown Toronto in the two years beginning April 1967. The program is directed primarily toward the relatively well-educated housewife who is firm but unfocused in her desire for a career. Applicants who do not fit within this area of specialization are referred to other sources of help.

147. Berry, Jane, And Others. Guide for development of Permanet Part-Time Employment Opportunities for Girls and Women. Kansas City, Mo., University of Missouri, School of Education, 1969. 76p. ED 030 059 (MF-$0.65; HC-$3.29).

Development of permanent part time employment is seen as a solution to employer needs and the changing life style of women; opportunities exist in banking, retail sales, education, and government agencies. Development of such positions will demand from employers and employment services the assessing of jobs for part time potential, publicizing work opportunities and labor supply, forming skill banks, and planning careers. Profiles of successful women who work part time illustrate the variety of opportunities; future projections indicate increased demand in the labor market as well as increasing availability of labor. Development of the supportive services of day care for children, vocational counseling, and communication centers must accompany increased employment opportunities. (Document includes a selected bibliography of books, government publications, conference proceedings, and pamphlets, and the appendix contains the questionnaires and survey instruments used).

148. Blai, Boris, Jr. Job Satisfactions and Work Values for Women. Bryn Mawr, Pa., Harcum Junior College, 1970. 15p. ED 040 705 (MF-$0.65; HC-$3.29).

This survey investigates relationships between the work values of 1,871 women with certain demographic variables in order to provide planning and counseling information for educational and other institutions. The work values--defined by Eyde (1962)--are expressed needs for: dominance-recognition, economic success, independence, interesting activity, mastery-achievement, and social status. Demographic variables linked with work values are marital status, age, educational attainment, current employment status, career pattern, socio-economic status, and field of work. Tabulations comparing work values with the

demographic variables indicate that the central reason women work is for mastery-achievement, and that this reason is closely followed by social need fulfillment. Another important work value, one closely associated with social opportunities, is the interest generated by the activity. The value of independence appears relatively moderate compared with the others. On the other hand, the two least important work values indicated were the achievement of dominance or recognition, and economic success.

149. Bowman, Garda W. Why No Women In Management. Training in Business and Industry, 6(8): 38-42, August 1969.

Females, Management Development, Management.

150. Brandon, George L., Ed. Research Visibility: Educating Women for the World of Work. Washington, D.C., American Vocational Association, 1970. 16p. ED 045 849 (MF-$0.65; HC-$3.29).

The 11 research reports are reviewed under these topics: (1) The Situation in the United States, which reviews reports of the labor force activity of married women, study of dual careers, women in junior college, and attainment versus expectations of women, (2) The Situation in England and France, and (3) New Ideas and Programs for Women, which reviews reports of older women in the white collar labor force, programs for home economics related occupations, continuing education programs for women, and opportunities for women in skilled trades. "Plain Talk," a continuing column by the editor, discusses interests and plans of the National Center for Educational Statistics, a sequel to "A Conversation with Lynda," suggestions from the Postsecondary Occupational Education Seminar, and reasons why women work. An additional 22 studies are cited in the bibliography and ordering information is included.

151. Canadian Department of Labour, Women's Bureau, Ottawa, Ontario. Report of a Consultation on the Employment of Women with Family Responsibilities (February 17, 1965). 1965. 48p. ED 023 811 (MF-$0.65; HC-$3.29).

Fifty-four participants met to consider counseling and training for women who were entering or re-entering the labor force after varying periods of time devoted to their families, and the need for day care services and facilities for children of working mothers, provision for maternity leave, and part-time work. Presentations were: (1) "Women in the Labour Force--Comments on Developments," by H. Trainer, (2) "Counseling and Training for Women Entering or Re-Entering the Labour Force," by E. McLellan, (3) "Day Care Facilities and Services for Children of Employed Mothers," by F. Manson, (4) "The Development of Maternity Leave in the Civil Service of Canada," by D. Caldwell, (5) "Labour Legislation and Part-Time Workers," by E. Woolner, and a panel discussion

on part-time work. It was concluded that there is a need for further study of the culturally disadvantaged, attitudes toward working women, the effect of maternal employment on children, the occupational outlook for women, and the effect of part-time work on productivity. Social policies were recommended to improve services and facilities in vocational guidance and counseling, strengthen existing day care services and establish additional centers, and provide maternity leaves. Precis, comments, questions, and discussions of each presentation are included.

152. Chase, Judy. Inside HEW: Women Protest Sex Discrimination. Science, 174(4006): 270-274, October 1971.

Employment Opportunities, Equal Opportunities (Jobs), Government Employees, Working Women.

153. Citizens Advisory Council on the Status of Women, Washington, D.C. Equal Employment Opportunities for Women Under Title VII of the Civil Rights Act of 1964; A Memorandum on Policy for the Equal Employment Opportunity Commission Submitted to the Interdepartmental Committee on the Status of Women and Transmitted with Approval of the Committee. 1965. 12p. ED 022 883. (MF-$0.65; HC-$3.29).

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on account of sex, race, color, religion, or national origin. To achieve the great potential of Title VII for securing social and economic gains for women workers, as well as others, the law must be interpreted with wisdom and perspective, vigorously administered and enforced, and widely publicized. Because one-third of the national work force is women, one-tenth of all family-heads are women and nearly half of these earn less than $3,000 annually, unemployment rates are higher for women than men, and average earnings are less, and Negro women have been victims of both sex and race discrimination, assurance of equal employment opportunity is of direct and immediate concern. Reasons for not hiring women based on assumptions of comparative employment characteristics of women in general, assumptions of sex prejudice of clients, or stereotype characterizations are not bona fide occupational exceptions. Advertising which expresses sex preference or limitation is also unlawful except when the employer can show a bona fide occupational qualification.

154. Clawson, Augusta H. Liberation from Low Pay and Limited Opportunity. American Vocational Journal, 45(9): 31-32, December 1970.

How the experimental manpower programs served disadvantaged women and girls.

155. Cohen, Audrey C. The Women's Talent Corps, Proposal. New York, N.Y., Women's Talent Corps, 1965. 30p. ED 012 873 (MF-$0.65; HC-$3.29).

Women's Talent Corps, funded by the Office of Economic Opportunity, will meet two social problems in New York City--job shortages in community services and unemployment and lack of training among the poor. Women will be recruited from low-income neighborhoods and trained as pre-professional assistants in schools, hospitals, and social agencies through a program of formal classes and field experience. These women will become contacts between professional community workers and the low-income people they assist. Professional women with working skills and experience in education, health, or welfare fields will be trained as coordinators to counsel the trainees, direct field work, and serve as liaison between trainees and the agencies employing them. The trainee and coordinator will help each other understand the conditions of poverty and the responsibilities imposed by education and employment. The program design includes five phases--(1) community development and program planning (three months spent organizing and staffing the institute), (2) orientation (six weeks of classes for 120 trainees and 30 coordinators in three groups), (3) work-training (four to seven months of practical training), (4) phasing-out (diminishing contact between trainee and coordinator), and (5) research and evaluation.

156. Cohen, Malcolm S. Sex Differences in Compensation. Journal of Human Resources, 6(4): 434-447, Fall 1971.

The most important reason for the difference in the average pay of men and women is the clustering of women in lower paying jobs.

157. Cohen, Wilbur J. Womanpower Policies for the 1970's. Seminar on Manpower Policy and Program (Washington, D.C., April 13, 1967). Washington, D.C., Department of Labor, Office of Manpower Policy, 1967. 46p. ED 042 372 (MF-$0.65; HC-$3.29).

One of a series of proceedings of seminars on Manpower Policy and Program, This report presents a condensed transcript of a seminar. Dr. Wilbur J. Cohen discussed women in the labor force today, future trends in women's employment, future demands for workers, health personnel shortages, educational opportunities, homemaker services needed, and increased freedom of choice in the future. Some of the points were: (1) Economic factors, amount of education, and age of children are major factors which influence married women's decision to work, (2) Of the total labor force growth between 1964 and 1980, about 21 million (87 percent) will be due to population increases and the remainder will be from rising labor force participation rates of adult women, (3) Professional and technical workers, those with the highest average educational attainment, will be the fastest growing occupational group, (4) Acute health personnel shortages will necessitate rethinking training and job requirements to allow for upward

and lateral mobility of personnel, (5) More flexible time schedules in both education and jobs, and adequate child-care and homemaker services would allow more women to work, and (6) Skills and knowledge of women will be used more creatively and fully than ever before. A question and answer period followed the address.

158. Department of Labor, Women's Bureau, Washington, D.C. Background Facts on Women Workers in the United States. 1970. 24p. ED 048 438 (MF-$0.65; HC-$3.29).

In 1969 there were 30.5 million women workers (38 percent of all workers) 16 years of age and over, which represented an increase of 1.3 million since 1968. About 58 percent of the women workers were married and living with their husbands. Labor force participation was highest among mothers with school-age children only (51 percent) and lowest among those with children under 3 years of age (26 percent). The largest occupational groups were: (1) clerical (19 million), (2) service workers (4.7 million), and (3) operatives (4.5 million). The median earnings of full-time year-round workers was $4,457, or 58 percent of the year-round salary for men. About 20 percent of the women but only 8 percent of the men earned less than $3,000 while only 3 percent of the women as compared with 28 percent of the men earned $10,000 or more. These and other data concerning women workers are presented in tabular form.

159. Department of Labor, Women's Bureau, Washington, D.C. Fact Sheet on the Earnings Gap. 1970. 5p. ED 050 253 (MF-$0.65; HC-$3.29).

A comparison of median income since 1955 shows that the salary differential between men and women has increased in recent years. Although this is due primarily to the over-representation of women in low-skilled, low-paying jobs, even within the same occupations men are better paid. Salary comparisons for professional occupations show differentials by sex.

160. Department of Labor, Women's Bureau, Washington, D.C. Fact Sheet on Women's Earnings in Poor Families. 1967. 3p. ED 014 608 (MF-$0.65; HC-$3.29).

In 1964 there were 6.8 million families living in poverty. The incidence of poverty among families would be greater, however, if it were not for the contribution made by working wives to family income. Nearly 5 million of the families living in poverty were husband-wife families. Of all husband-wife families, only 6 percent were poor if the wife worked. Almost 2 million of the 5 million families headed by a woman were poor. Degree of poverty was related to the amount of time the woman was employed. Among all wives

not living on farms, 59 percent of non-white and 43 percent white worked sometime in 1964. The difference in the proportion of white and non-white wives who worked generally diminished as the family income level rose, except at $10,000 and over. In March 1965, 57 percent of employed women heads of poor families worked in service occupations, but among all employed female heads of families, only 30 percent were in service work, and 43 percent were in professional, clerical, or sales occupations. The unemployment rates among women heads of families were 12.9 percent in poor families and 2.6 percent in non-poor families. Information is based on data from the U.S. Department of Health, Education, and Welfare, The Social Security Administration, and the U.S. Department of Labor.

161. Department of Labor, Women's Bureau, Washington, D.C. 1969 Handbook on Women Workers. 1969. 393p. ED 042 030 (MF-$0.65; HC-Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order number: L13.3:294, $1.50).

Published periodically by the Women's Bureau of the United States Department of Labor, this handbook assembles factual information covering the participation and characteristics of women in the labor force, the patterns of their employment, occupations, income and earnings, education and training, and the federal and state laws affecting their employment and civil and political status. Designed as a ready source of reference, major sections are: (1) Women in the Labor Force, (2) Laws Governing Women's Employment and Status, (3) Commissions on the Status of Women, (4) Organizations of Interest to Women, and (5) Bibliography on American Women Workers. An earlier edition is available as ED 014 568.

162. Department of Labor, Women's Bureau, Washington, D.C. Summary of State Labor Laws for Women. 1969. 22p. ED 053 267 (MF-$0.65; HC-$3.29).

Today all 50 states and Puerto Rico have laws relating to the employment of women; however, the standards established vary widely. This report examines employment legislation in regard to: (1) minimum wage, (2) overtime compensation, (3) hours of work, (4) equal pay, (5) fair employment practices, (6) industrial homework, (7) employment before and after childbirth, (8) occupational limitations, and (9) other standards. A history of the legislative provisions and a list of the states with the type of coverage are included.

163. Department of Labor, Women's Bureau, Washington, D.C. Underutilization of Women Workers. 1971. 32p. ED 053 307 (MF-$0.65; HC-$3.29).

Information about the status of working women and their underutilization in the national work force is presented in summary and graph form. Although progress has been made in assuring women equality of pay and nondiscrimination in employment, much work needs to be done to improve the utilization

of their abilities. The barriers are still high against employing women in professions other than those traditionally associated with women, and many of the myths regarding women's ability to hold administrative and managerial positions still prevail. The growing share of jobs held by women in the lower paying occupations in recent years is reflected in the gap between the median earnings of women and men. In 1957, the median wage or salary income of women who worked 35 hours or more a week for 50 to 52 weeks was 64 percent of that received by men. In 1968, median earnings of comparably employed women were only 58 percent of those received by men. This document is a revision of ED 019 444.

164. Department of Labor, Women's Bureau, Washington, D.C. Who are the Working Mothers? 1970. 4p. ED 052 314 (MF-$0.65; HC-$3.29).

This leaflet provides, in question-answer form, information about working mothers and their families, including individual characteristics and types of work.

165. Department of Labor, Women's Bureau, Washington, D.C. Why Women Work. 1967. 4p. ED 014 590 (MF-$0.65; HC-$3.29).

Women work because they or their families need the money they can earn. Even when necessities are provided by other family members, women work to raise family living standards. At least half of all women work out of economic necessity. About 2.9 million mothers had to help support their children in 1966 because their husbands' incomes were less than $5,000 a year. Nearly two of three non-white wives who were not living on farms had to work. Of the 48.3 million families in March 1966, 5 million were headed by a woman. Half of these women worked, most of them because of economic necessity. More than two of five families headed by a woman had incomes of less than $3,000 in 1965. A fifth of all families headed by a woman were nonwhite and had a 1965 median income of $2,600. Most working wives whose husbands are unemployed or unable to work were gainfully employed out of necessity. In the 42.1 million husband-wife families in March 1966, there were 800,000 working wives whose husbands had an income of less than $1,000 per year. Of the married women who stopped working in 1963, only a small percentage did so because they no longer needed to work. This report is based on data from the U.S. Department of Commerce, Bureau of Census, and U.S. Department of Labor, Bureau of Labor Statistics. Two charts give marital status of working women and their husbands' income levels during 1965 and 1966.

166. Department of Labor, Women's Bureau, Washington, D.C. Women Workers Today. 1970. 7p. ED 051 373 (MF-$0.65; HC-$3.29).

This booklet is an overview of female amployment today. The profile of the woman worker is changing, in terms of personal characteristics such as age, marital family status, education, race, and family income, and also in terms of employment characteristics, such as occupation, income, and unemployment characteristics, such as occupation, income, and unemployment patterns. The report predicts a continuing rise in female employment.

167. Department of Labor, Women's Bureau, Washington, D.C. Working Wives, Their Contribution to Family Income. 1967. 8p. ED 014 612 (MF-$0.65; HC-$3.29).

Data from the U.S. Department of Commerce and the U.S. Department of Labor, 1964-66, describe the contribution of working wives to family income. Nearly half of all women 18-64 years of age work. About three of five of these women are married and living with their husbands. Of the 42.1 million husband-wife families in the United States in March 1966, 14.2 million had the wife in the paid labor force. In those families, the median income was $8,597 a year compared with $6,592 in the families in which the wife did not work. Among Negro husband-wife families, the median income was $5,429 when the wife was an earner and $3,650 when she was not. Of all the husband-wife families in 1966, 20 percent had incomes of $3 - $5,000 compared with husband-wife incomes of 6 percent and 17 percent respectively in the same wage brackets. In 24 percent of all husband-wife families, the wife accounted for 40 percent or more of the family income in 1965, and in 39 percent, the contribution was 30 percent or more. In 44 percent of the husband-wife families in which the wife worked full-time, the wife accounted for 40 percent or more of the family income. The median percent of family income accounted for by the wife's earnings increased in direct ratio to the size of the family income up to $15,000.

168. Epstein, Cynthia F. Encountering the Male Establishment: Sex-Status Limits on Women's Careers in the Professions. American Journal of Sociology, 75(6): 965-982, May 1970.

Identifies the processes and structure of the professions in the United States which act to limit women's participation and achievement within them.

169. Farley, Jennie. Women Going Back to Work: Preliminary Problems. Journal of Employment Counseling, 7(4): 130-136, December 1970.

Analysis of 422 applications submitted to an employment agency by married women suggests that some professional women seeking to reenter the labor force lack confidence in presenting themselves in their own homes. In this

sample, the independent professional was more likely to get a job than was the individual who used her husband's name.

170. Fuchs, Victor R. Differences in Hourly Earnings Between Men and Women. Monthly Labor Review, 94(1): 9-15, January 1971.

The differential is large: on average, women earn only 60 percent as much as men.

171. Hawkins, Ruth. The Odds Against Women. Change in Higher Education, 1(6): 34-36, November-December 1969.

Discusses how women are discriminated against in industry, government and academia in terms of salary, prestige, and the power to make decisions.

172. Holm, Jeanne M. Employment and Women: Cinderella Is Dead. Journal of the National Association of Women Deans and Counselors, 34(1): 6-12, Fall 1970.

This article discusses the changing status of women in society, together with the social and traditional obstacles to their self-actualization in the realm of professional opportunity.

173. Keyserling, Mary Dublin. Exploding the Myths, A Report of a Conference on Expanding Employment Opportunities for Career Women (University of California Extension, Los Angeles, December 3, 1966). Washington, D.C., Department of Labor, Women's Bureau; Los Angeles, Calif., University of California, 1967. 67p. (Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Order number: 0-269-376).

Purposes of the Conference on Employment Opportunities for Career Women were to explore means by which opportunities can be expanded for the training and employment of women in professional and technical jobs, to stimulate the expansion of continuing education programs so that every woman can find the training she may want and need in order to assume or resume her place in the working world, to direct attention to some of the myths held by both men and women which affect the opportunities offered to women and their aspirations, and to serve as a prototype and stimulus for future conferences on these issues. Opportunities for women in education, labor, public relations and science, difference in career attitudes between high school girls and boys, and social prejudice against working women as reflected in their salaries and status were among the subjects discussed. Discussion groups reviewed such problems as child care, career counseling,

part time employment, education, attitudes of the business community, and sociocultural factors. Appendixes list the occupations and affiliations of the participants.

174. Kohlmann, Eleanore L., And Others. Problems of the Young Working Girl. American Vocational Journal, 45(9): 26-27, December 1970.

Working Women, Adjustment Problems, High School Graduates, Vocational Adjustment, Social Admustment.

175. Koontz, Elizabeth Duncan. Women and Jobs in a Changing World. American Vocational Journal, 45(9): 13-15, December 1970.

The ultimate measure of the women's movement will probably be the changes which occur in vocational opportunities for American women.

176. Lee, Sylvia L., And Others. Implications of Women's Work Patterns for Program Development in Vocational and Technical Education. Columbus, Ohio, Ohio State University, Center for Vocational Education, 1967. 80p. ED 016 812 (MF-$0.65; HC-$3.29).

The implications of women's labor force participation for educators and leaders planning programs in vocational and technical education were derived at a 2-day conference by 30 people representing the various services in vocational-technical education and related areas. Implications and recommendations for vocational and technical education concerned the need for better and faster communication, the need for research upon which predictions can be based, and the need for resources such as guidance workers, specialists, curriculum guides, and prepared educational media materials. In business and office education and distributive education, the implications were related to (1) criteria for program development to coordinate efforts across vocational service lines, (2) preparation of teachers oriented toward flexible programing, sensitivity to individual students, and a broad outlook of vocational education, and (3) research on standards for occupational performance and employability. Implications for health occupations concerned criteria for program development, standards of certification for various occupational levels, and research in developing programs, curriculums, and instructional materials. In home economics, implications were related to developing appropriate materials, methods, subject matter, and services for junior and senior high, college, and adult levels of education. Recruiting women for technical education programs and studying possible new technical occupations, technical education programs, and job requirements were implied for trade and industrial and technical education. Implications for counseling and guidance were related to developing in students realistic self concepts and a realistic view of the world of work. Demographic data are presented in 52 graphs. A bibliography is included.

177. Lee, Sylvia L., And Others. Implications of Women's Work Patterns for Vocational and Technical Education, An Annotated Bibliography. Columbus, Ohio, Ohio State University, Center for Vocational Education, 1967. 36p. ED 016 826 (MF-$0.65; HC-$3.29).

Annotated referenced pertaining to the needs of girls and women for vocational and technical education and women's labor force participation were prepared by a home economics specialist and research associates. The entries are arranged in sections--(1) status and changing roles of women--10 items, (2) education of women for employment--17 items, (3) labor force participation of women--17 items, (4) legislation pertaining to women in the labor force--3 items, (5) vocational guidance and counseling for girls and women--8 items, (6) research--12 items, (7) bibliographies--3 items, and (8) presentations appropriate for students and the lay public--10 items. Publication dates are from 1963 through 1967. These materials were developed as part of a project devoted to the implications of women's work patterns for program planning in vocational and technical education.

178. Oppenheimer, Valerie Kincade. The Female Labor Force in the United States Demographic and Economic Factors Concerning Its Growth and Changing Composition. Population Monograph Series, No. 5. Berkeley, Calif., University of California, Institute of International Studies, 1970. 209p. (Available from Publications Office, Institute of International Studies, 2538 Channing Way, Room 215, Berkeley, California 94720. $2.50).

The purpose of this study is to explain the changing and increasing participation of females in the American labor force during this century, especially since 1940. Although the pre-1940 changes are smaller and may be attributable to improvements in census enumeration techniques, there has been a significant increase since 1940 in participation rates of married women in their 30's or older. Noting that the demand for female labor has increased over the years, mainly because of growth in typically female occupations, the study concludes that the increased female labor force participation is due to increased demand, which in turn has induced increased supply, especially among women whose children are in school.

179. Ostry, Sylvia. The Female Worker in Canada. Ottawa, Ontario, Dominion Bureau of Statistics, 1968. 63p. (Available from the Queen's Printer, Ottawa, Ontario, Canada. $1.00).

As one in a series of studies dealing with selected aspects of the labor force in Canada, this monograph reviews the historical trends in the labor force activity of women over the course of this century. In particular, it focuses on the married women who have entered the labor market and increasing numbers in recent decades and whose activity is a matter of widespread interest both for economic

as well as social and cultural reasons. Based on census data, the report includes major sections on: (1) The Working Life Cycle--participation profiles for women based on age, residence, marital status, and fertility and stage of family formation, (2) Other Influences Affecting the Labor Force Participation of Married Women--income of husband, education of wife, husband's employment status, and financial contribution of working wives, and (3) Earnings Differences Between Men and Women.

180. Pace, Lois W. A Study of Attitudes of Married Women Toward Married Women's Employment. Columbia, Mo., University of Missouri, Extension Division, 1970. 131p. ED 042 989 (MF-$0.65; HC-$6.58).

This study investigated the place of personal and background factors in attitudes of married women's employment. The interview schedule, including an attitude inventory devised by the researcher, was administered to a sample of 236 women in northeastern Missouri. Significant relationships were found between attitudes and these variables: employment experience, educational level; family income, perception of husband's attitude and children's feelings, and occupational status. No relationship to age, family status, place of residence, satisfaction from housework, evaluation of family income, or satisfaction with volunteer service, was found. Groups who viewed women's employment favorably were those who had worked since marriage; had some college or vocational training; had family incomes of $10,000 or more; perceived husbands, children, and peers as approving of their employment; and were employed in higher status occupations. Several implications were derived for continuing educators and employment personnel.

181. Rokoff, Gerald. Women in the Occupational World: Social Disruption and Conflict. Social Problems, 18(4): 535-554, Spring, 1971.

Equal opportunities for women in the occupational world produce situations in which women are considered a potential source of disruption in high-status positions as a result of their expected status-articulation which interrupts routine.

182. Rossi, Alice. Discrimination and Demography Restrict Women. College and University Business, 48(2): 74-78, February 1970.

Women Teachers, Motivation, Discriminatory Attitudes, Occupational Mobility, Working Women.

183. Schiller, Anita R. The Disadvantaged Majority: Women Employed in Libraries. American Libraries, 1(4): 345-346, April 1970.

Urges women librarians to rise up against a long-suffered sexual discrimination in library employment.

184. Schramm, Dwayne Gene. A Study of the Older Woman Worker Who Has Attempted to Enter the White Collar Labor Force through the Assistance of County Training Programs in Clerical Occupations. Los Angeles, University of California, 1969. 165p. (Available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Order number: PB-188-050).

This study investigated six clerical training programs in which women 35 and older participated in Fresno, California, to determine if the programs helped these women in making an entry or reentry into the white collar labor force. It also sought to develop a profile of women who participated in the training programs so that the results would provide direct, descriptive information for those engaged in the education, job placement, and employment of older women. Findings indicated that the typical participant in the Fresno programs was 44 years of age; married; the mother of two or three children whose median age was 17, and a high school graduate; and had not held a clerical job but had worked steadily at some kind of employment for at least one year. Out of the 58 women interviewed, only 27.6% obtained clerical jobs during or after their training. However, training did make contributions toward eventual employability for many of the women.

185. Scotch C. Bernard. Sex Status in Social Work: Grist for Women's Liberation. Social Work, 16(3): 5-11, July 1971.

Discriminatory personnel practices against women including reasons for discrimination in salary and upward mobility are discussed. With the constriction in the job market and the increase in bachelor degree social workers, more females with MSW's will move into administration thus increasing the competition with men for jobs.

186. Shea, John R., And Others. Dual Careers: A Longitudinal Study of Labor Market Experience of Women. Volume One. Columbus, Ohio, Ohio State University, Center for Human Resource Research, 1970. 288p. ED 043 755 (MF-$0.65; HC-$9.87).

This report describes the initial stage of a 5-year logitudinal study of the labor market behavior of women between 30 and 44 years of age. Since 1967, personal interviews and questionnaires have been used to gather data relating work experiences to various social, economic, and psychological factors for a representative national sample. The sample consists of 5,083 individuals, of whom

3,456 are white. This report includes background information, labor force participation and employment patterns, occupational and geographic mobility, and work attitudes of the women in the sample as collected in mid-1967. In subsequent surveys, detailed information will be obtained on current labor force and employment status and on labor market experience and income during the period since each preceding survey. In this way a complete 5-year work history will be collected, including a record of changes in variables believed to influence labor market decisions.

187. Simpson, Elizabeth J., Women's Lib Is Here to Stay. American Vocational Journal, 45(9): 18-20, December 1970.

Presents facts about women workers and how vocational education can prepare women for occupations.

188. Smutts, Robert W. Women and Work in America. 1971. 197p. (Available from Schocken Books, 67 Park Avenue, New York, N.Y. 10016. $2.45).

This book grew out of the research of the Conservation of Human Resources Project at Columbia University. It provides an updated version of a book with the title and by the same author that was published in 1959. The subject is discussed in the following chapters: I. The Work of Women; II. The Women Who Work; III. The Demands and Rewards of Women's Work; and IV. Women, Men, and Work: Values and Attitudes. An appendix provides a note on the statistics reported. Notes and an index are given.

189. Spencer, Byron G. and Featherstone, Dennis C. Married Female Labor Force Participation: A Micro Study. Special Labour Force Studies Series B, No. 4. Ottawa, Ontario, Dominion Bureau of Statistics, Special Manpower Studies and Consultation Division, 1970. 100p. ED 053 300 (MF-$0.65; HC-$3.29).

This study investigates the role of several important factors in terms of their influence on the supply of married women in Canada's labor force. The factors include income, child status, region of residence, family, holdings of assets and debts, labor force status of the husband, presence of other adults in the family, and residence in a metropolitan area. The data were obtained from a survey taken in April and May of 1964, and included 6,401 returns from non-farm families and unattached individuals. Some findings were: (1) Married women are less likely to be in the labor force as their level of family income goes up, (2) The presence of a pre-school child is a very strong deterrent to the mother's labor force participation, (3) For the youngest group of married women the region of residence is not a significant influence, but for older women it becomes increasingly significant, and (4) A wife is much more likely to be in the labor force if the husband is unemployed than if he is employed.

190. Terry, Geraldine B. and Bertrand, Alvin L. The Labor Force Characteristics of Women in Low-Income Rural Areas of the South. Southern Cooperative Series Bulletin 116. Baton Rouge, La., Louisiana State University, Agricultural Experiment Station, 1966. 32p. ED 027 992 (MF-$0.65; HC-$3.29).

Selected data from the Southern Regional S-44 Project entitled "Factors in the Adjustment of Families and Individuals in Low-Income Rural Areas" were analyzed to determine the work patterns of women in low-income rural areas. Objectives of the study were to describe the labor force experience of women, to report the attitudes of employed women toward gainful employment, and to study the patterns of labor force participation as related to marital status, stages of the family life cycle, age, education, and level of living. The sample population included 1,781 women from 30 counties in 7 southern states. These rural women were found to be less educated, slightly older and willing to work for relatively low wages when compared to all working women in the nation. The working women studied indicated favorable attitudes toward their work situation. One of the basic causes of the persistence of low income in rural areas was determined to be the subcultural orientation toward low aspiration and satisfaction with the present situation.

191. University of Michigan, Center for Continuing Education for Women, Ann Arbor, Michigan. New Careers in Community Service; Proceedings of the Conference-Workshop (March 27, 1968). 1968. 142p. ED 029 217 (MF-$0.65; HC-$3.29).

The conference on New Careers in Community Service was concerned with voluntary service as well as employment opportunities for women. Opportunities for community service exist in education, health, home economics, welfare, recreation, employment counseling services, and public housing. Supporting services necessary to enable the women to work include counseling and education services, day care centers, and homemaker services. In preparation for careers, women returning to college face such problems as: adjusting to the learning environment; lacking self-confidence; overestimating previous experience and training; facing lack of understanding of the mature personality by administration; limitations of time imposed by her multiple role; and coping with changing family relationships. Other paths to career preparation include inservice training, refresher courses, volunteer work, and self directed study. Current needs in health services are noted, as well as new careers in adult counseling, community organization education, population planning, and urban and regional planning. (A bibliography is included.)

192. White, Martha S. Psychological and Social Barriers to Women in Science. Science, 170(3956): 413-416, October 1970.

Females, Part Time Jobs, Social Factors, Scientists, Science Careers.

193. Women's Talent Corps, New York, N.Y. Women's Talent Corps. Progress Report, March-April, 1967. 1967. 22p. ED 012 869 (MF-$0.65; HC-$3.29)

The Women's Talent Corps was founded in 1965 on two premises--(1) mature women living in poverty areas of New York could be trained to provide services to the community regardless of their previous education and (2) community agencies would create semi-professional service positions with opportunities for advancement. By April 1967, 120 trainees had been placed as teacher and guidance assistants in public schools, as social work and therapy assistants in hospitals and neighborhood centers, and as program workers. A series of community meetings in low income areas identified local needs and the role women pictured for themselves. A letter-writing campaign enlisted political support and funds from the Office of Economic Opportunity. Applicants were tested and interviewed to reveal their perception of social problems, sensitivity to human relations, and high morale, qualities closely correlated with success. Throughout the 30-week training program formal classes were interwoven with field experience, with an experienced professional woman, called a coordinator-trainer, acting as discussion leader, counselor, and supervisor to each small group of trainees. Out of the training institute has developed a "New Careers" College for Human Services with a modified, two-year curriculum.

194. Wright, Elizabeth. Women in the World of Work. Knoxville, Tenn., Tennessee Occupational Research and Development Coordinating Unit, 1967. 50p. ED 023 782 (MF-$0.65; HC-$3.29).

Economic, social, and cultural changes in American society have contributed to a significant increase in the number of women in the work force. A review of existing literature concerning "women in the world of work" form the basis of this document. Fourteen graphics contribute to the detailed study of statistical data. The review cites descriptions of the forces affecting change, characteristics of women workers, and the psychological, social, and economic factors affecting the decision to work. To supplement the interpretation and reaction to the current literature, a conference of leaders in fields directly concerned with the training and employment of women was conducted. Implications, conclusions, and opinions are included for education, business education, and office occupations, guidance, health, home economics, business and service areas. An 80-item bibliography is included.